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Growing Sustainable Quality Dual Language Immersion Programs: The Impact of Key Leadership Preparation, Training, and Support

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GROWING SUSTAINABLE QUALITY DUAL LANGUAGE IMMERSION
PROGRAMS: THE IMPACT OF KEY LEADERSHIP PREPARATION, TRAINING,
AND SUPPORT

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Approval Page

This dissertation was submitted by Vera Woolard under the direction of the persons listed below. It was submitted to the Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

GROWING SUSTAINABLE QUALITY DUAL LANGUAGE IMMERSION

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As principals take the lead on planning, implementing, and ensuring the sustainability of

their dual language immersion (DLI) programs, there is extant literature on the

appropriate actions for conducting such work. However, there is a lack of research on

principal preparedness and training for those leading bilingual education programs,

specifically DLI programs. This mixed methods study explored specific leadership

behaviors and/or practices necessary for program preparation as well as the internal

and/or external support and professional development that is paramount for principals to

lead and maintain successful and sustainable DLI programs. Subsequently, the study was

designed to help identify key factors (components) in supporting DLI program

sustainability and provided guidance on how to address such factors. Three questions

guided the inquiry of the study: (a) What specific leadership behaviors and/or practices

should principals possess in sustaining DLI programs; (b) What internal and/or external

support and training are needed for principals to sustain quality DLI programs; and (c)

How do the internal and/or external support and training impact principals? As a result of

this study, a professional growth plan has been produced as a means of building a

principal's capacity in leading a sustainable quality DLI program. A recommendation list

of dispositional (task and relationship behaviors) best practices has been developed as a

means of further strengthening a principal's ability to lead and maintain sustainable

immersion programs.

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Chapter 1: Introduction

"Next to teacher efficacy, school leadership is the second most influential element when it comes to student achievement and motivation" (Hong, 2017, p. 10).

As principals have taken on the responsibility of ensuring the appropriate planning, implementation, and sustainability of dual language immersion (DLI) programs within their school communities, studies have been conducted to examine the challenges and opportunities leaders face in the implementation of such bilingual education programs. While there is extant literature on program planning, implementation, and sustainability of DLI programs, there is a lack of research on principal preparedness and training for those leading bilingual education programs, specifically DLI programs.

The number of DLI programs has increased efficaciously in the past several years across the United States. According to the Center for Applied Linguistics (2011) there are 528 foreign language immersion programs in U.S. schools, specifically 239 programs where the target language of instruction is Spanish. This makes up 45.3% of the 22 languages provided within the 528 language immersion programs (Center for Applied Linguistics, 2011). Within the state of North Carolina, there are 234 identified immersion programs of various models and sizes within K-12 public schools (North Carolina Department of Public Instruction [NCDPI], 2021). The magnitude of this explosive growth of DLI programs can be seen within this state as the number of programs has increased by 94 programs over a span of 2 years. As a result of this drastic increase in programs, district leaders are left scouring to find instructional leaders with immersion experience to lead and maintain sustainable DLI programs. It seems in many cases that administrators assigned to DLI programs are not fully aware of the unique needs of the

program in regard to curriculum, pedagogy, and teacher qualifications. In other instances, these programs have been imposed upon school leadership without input (Baldwin, 2018). While there is a need for school districts to sustain successful programs, there is also a need for principal preparation and guidance on how to lead these specialized programs. Newmann et al. (1997) discussed the need for principals to have "organizational capacity" (p. 41) in order to lead effectively. Other researchers have argued that sustainability is threatened by a lack of professional development for administrators, lack of funding, lack of qualified teachers, and lack of professional development for teachers (Alanis & Rodriguez, 2008; Combs et al., 2005; Torres-Guzman, 2007).

If school leadership is an influential element in student achievement and motion, we need to consider the ways principals or school-based leaders are expected to lead quality sustainable DLI programs when there is a lack of preparation, training, and/or support. Otherwise, schools will be filled with well-intended principals who cannot make the necessary changes that are expected (Darling-Hammond et al., 2007; Helsing et al., 2008). School leaders responsible for the implementation and sustainability of programs require sufficient training in order to meet the varying demands placed on them to lead, sustain, and grow DLI school programs. Hence, principal preparation and internal and/or external professional development training programs should address the underlying barriers and factors that prevent leadership from making progress toward program sustainability and meeting their established language immersion goals (Helsing et al., 2008). Research conducted within this field has given guidance on program planning, implementation, and sustainability of DLI programs; therefore, it is now time to examine

leadership behaviors and/or practices affecting the success of DLI programs and investigate ways principals can be prepared, trained, and receive internal and/or external support needed for program sustainability.

The unprecedented growth in DLI programs across the country may be a direct result of the increased achievement data results identified through effective bilingual education instruction models. The Center for Applied Linguistics has produced and shared a document titled *Guiding Principles for Dual Language Education* (Howard et al., 2018) on its website, which highlights seven effective components of DLI programs. This document supports the extensive research conducted in the field of bilingual education, school reform, and research-based teaching practices. The seven components addressed within the Center for Applied Linguistics' guidelines serve as a guide for program planning and implementation, but they do not offer explicit direction on the leadership behaviors and practices required for ongoing support for such programs (Monroy, 2012).

As district and school-based leaders set to meet the expected DLI goals (bilingualism, biliteracy, multiculturalism) and ensure program success, factors supporting DLI program sustainability must be considered. Leaders of bilingual education programs must have specialized knowledge and skills to handle all the complexities of meeting the unique demands and needs of their programs, especially as they lead and serve as program experts in the design, planning, and implementation of their language programs. Factors of sustainability is a multi-pronged approach; therefore, it is noteworthy to examine the seven effective strands/components embedded within the *Guiding Principles for Dual Language Education.*

Statement of the Problem

        Principals play a considerable role in creating conditions for initiating effective instructional practices and ensuring the improvement of student learning outcomes and achievement within a school building. According to Darling-Hammond et al. (2007), principals experience proliferating demands without sufficient leadership development that will build their capacity to meet such demands. Without the proper preparation and appropriate training/support, principals have to rely on their own perception of how to lead given what they already know (Martinez-Kellar, 2012). Based on research conducted by Ramirez (2010), successful DLI programs move beyond the appropriate selection of an instructional model as well as the characteristics and goals of the specific model. Successful DLI programs adjure the fundamental preparation, support, and leadership of the school leader.

        When leaders share a specific set of characteristics and are aligned to shared practices that can be replicated, these leaders can also demonstrate similar practices that can be cloned in a similar context (Dyer et al., 2011). As a result of careful examination of leadership behaviors and practices, internal and/or external support, and professional development training that is essential for principals to implement, lead, and maintain successful and sustainable DLI programs, others in school-based leadership positions and/or district leaders can apply these practices within their school/district context.

Purpose of the Study

        The purpose of this study was to explore specific leadership behaviors and/or practices necessary for program preparation as well as the internal and/or external support and professional development that are paramount for principals to lead and maintain

successful and sustainable DLI programs. Additionally, the study was designed to help identify key factors (or components) in supporting DLI program sustainability and provided guidance on how to address such factors. Successful DLI programs are exhibited by program attrition, enrollment, academic achievement, goal attainment, leadership, and teaching and learning factors.

As a result of this study, a professional growth plan has been produced as a means of building a principal's capacity in leading a sustainable quality DLI program. Furthermore, a recommendation list of dispositional (task and relationship behaviors) best practices has been developed as a means of further strengthening a principal's ability to lead and maintain sustainable immersion programs. A mixed methods approach was used to conduct this study, which is more specifically addressed in Chapter 3:

Research Questions

The following questions guided the inquiry of the study:

1. What specific leadership behaviors and/or practices should principals possess in sustaining DLI programs?

2. What internal and/or external support and training are needed for principals to sustain quality DLI programs?

3. How do the internal and/or external support and training impact principals?

Conceptual Framework

Behavioral leadership and leadership change theories were used as the theoretical framework to guide the development of research questions and determination of the research-based methodology for this study. The literature focused on the leadership behaviors and practices associated with the operations of implementation and

sustainability of quality DLI programs aligned with the behavior theory in leadership, specifically the Getzels-Guba social system model. The utilized research-based model addressed the two dimensions, nomothetic and ideographic, that impact the individual leader and the institution they serve (Birden,1992). Additionally, this model provided an explanation of how leadership is a process as well as indicated how each component within the two established dimensions interacts with one another as a means of producing social behaviors within a social system (Sferra & Paddock, 1980). The nomothetic dimension addresses the institution, its roles, and expectations that lead to specific social behaviors. The second dimension, ideographic, refers to the individual, their personality, and their need disposition, which lead to specific social behaviors. Collectively, these two dimensions impact the social behaviors of both the institution and the individual.

As effective school leaders plan, implement, and sustain DLI programs, they must adapt as well as thrive in diverse, complex, and forever-changing environments. Correspondingly, efficient and effective school leaders must be able, as well as willing, to respond to new trends/patterns, attitudes, and situations that arise within their school buildings in order to thrive and prosper. Fullan's (2001) leadership change framework depicts five essential components leaders should possess as means of meeting the ever-changing demands within organizations as well as deliberately meeting established goals. These five key change themes (moral purpose, understanding change, relationship building, knowledge building and sharing, and coherence making) provide guidance on how principals can successfully lead under disjointed conditions.

Figure 1

Conceptual Framework
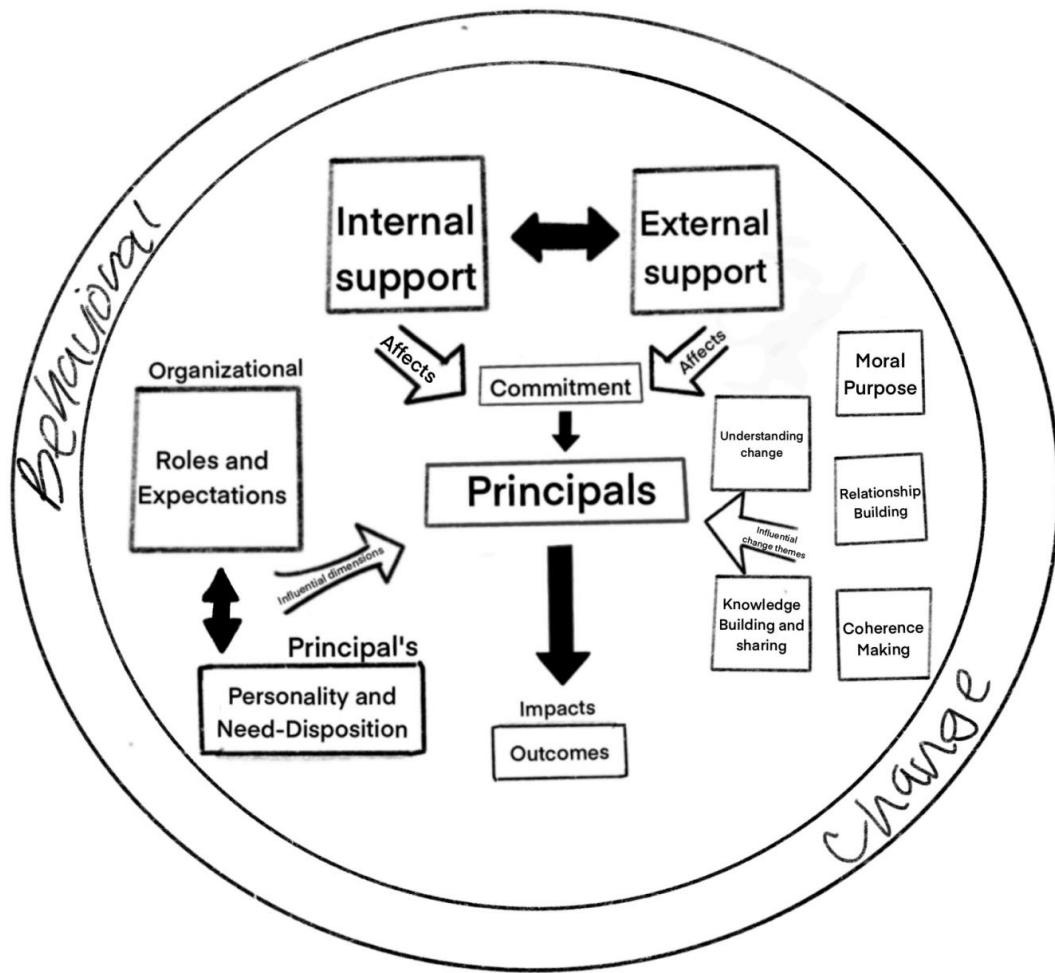
The conceptual framework (see Figure 1) was derived from both the Getzels-Guba social system model and Fullan's change theory framework, which also guided the development of the research questions and the decision to incorporate a mixed methods approach to the study. The conceptual framework is aligned with the inquiry of this study, which specifically focused on the exploration of specific leadership behaviors and/or practices necessary for program preparation as well as the internal and/or external support and professional development that is deemed essential for leading and

maintaining quality and sustainable DLI programs. Further explanation of the theoretical/conceptual framework has been shared and discussed within the literature review. Consequently, behavioral leadership theory, leadership change theory, and leadership in a DLI context have been studied in greater depth within the literature review that follows.

Definition of Terms

The following terms are used in this study.

Additive Bilingualism

A form of bilingual education that has been proven to benefit students' bilingualism as it is connected to higher levels of language proficiency, self-esteem, and cognitive flexibility (Gersten & Baker, 2000).

Bilingual Education

Educational programs in which students' primary (home) language serves as the vehicle for teaching academic subjects (Ma, 2002).

DLI Program

Language support program implemented within educational organizations to meet the goal of developing language proficiency within two targeted languages (Ma, 2002).

EL

An acronym that represents the term English learner. Refers to an individual who is enrolled in an elementary or secondary school and who was either not born in the United States or whose home/native language is anything other than English (NCDPI, 2022).

External Support

The rendering services require additional funding after the implementation of the DLI program.

Full (One-Way) Immersion Program

A model for a DLI program in which the second target language is used to teach content throughout the entire school day. This model is implemented within the first 2 to 3 years to ensure language development. Thereafter, English instruction is gradually introduced, where 50% of the day is spent teaching content in English and the remaining 50% in the second target language (Curtain & Dahlberg, 2010).

Internal Support

Services that have been funded by the district at the implementation of the DLI program.

L1

Refers to a student's primary language, which is interchangeably used to represent the student's native/home language (U.S. Department of Education, 2017).

L2

Refers to a student's secondary language (U.S. Department of Education, 2017).

Multilingual Learners

A term adopted by NCDPI in March of 2022, which is used interchangeably with EL. The transition of this term is a result of meeting policy and legislature purposes (NCDPI, 2022).

Professional Development

The imperative training required to meet student needs and program goals.

Additionally, research has proven the importance of providing specialized training, which promotes more successful administrators, teachers, and faculty (Ballantyne, 2008; Epstein et al., 2017; Valdés et al., 2015).

Subtractive Bilingualism

A form of bilingual education that has an ultimate goal of inclusion into the English mainstream with no support for the home language (Genesee, 1999; Ovando & Collier, 1998).

Target Language

The new language of instruction outside of English within a full immersion (one-way) DLI classroom. It can also refer to the heritage/home language (i.e., Spanish, Mandarin, etc.) used for 50% of instruction within a partial (Two-way) immersion classroom (Fang, 2015).

Two-Way (50/50) Immersion Program

A model for a DLI program in which students in a given class represent a population of 50% of native English speakers and 50% of non-English-native speakers. As a result, the entire class is exposed to content instruction in their native and second target languages. Both groups of students benefit from their interactions through the use/ immersion of two languages throughout the school day Curtain and Dahlberg (2010).

Assumptions

A few assumptions have been made within the context of this study. To start with, it is assumed that responses and feedback accumulated through the quantitative and qualitative methods conducted among the various participants are truthful and forthcoming. Secondly, it is assumed that principals understand all that is entailed in

sustaining quality DLI. Lastly, it can be assumed that all participating DLI principals have a strong understanding (information and experience) of the practices required for planning, implementing, and sustaining their programs.

Limitations and Delimitations

This study focused solely on the leadership behavior/practices, internal and/or external support, and professional development training that is essential for growing quality sustainable DLI programs. The study did not focus on the perspective of teachers, parents, and/or stakeholders on the successful implication practices observed and/or demonstrated by the principals leading DLI programs; hence, the collection of data from varying stakeholders associated with DLI programming did not meet the purpose of the study.

Due to the uniqueness of DLI programming, there were a limited number of DLI-specific programs within a given district. Although permission was granted from three school districts, the sample size and access to participants were limited. As a result, DLI principals were inclined to share the survey link as a means of increasing the sampling size, which created a "snowball effect."

Another limitation was the amount of time it took to collect survey data due to participating district's approval processes and specification of communication methods. The original timeline for keeping the survey open for DLI principal participation was set for 4 weeks; however, it remained open for approximately 8 to 10 weeks due to district constraints.

A potential risk to the study was the participants' ability the attempt in answering questions based on what they believed I wanted to hear. It should be noted that

participants in the surveys may tend to respond in a manner where they come across in a more positive light (Donaldson & Grant-Vallone, 2002). Another potential risk could be that the participants do not fully understand the context of the research and/or have a good understanding of the questions being asked. As a means of avoiding this potential risk, DLI principals were given a few concepts/terms to consider in order to support the appropriate context for each given question presented within the qualitative section of the online survey. Lastly, self-reporting in surveys is a potential risk. Principals' experiences that drive program sustainability may not be fully captured within the mixed methods instrument. As a result, the essence of the principals' role and decision-making process may not be fully acquired due to time constraints and/or lack of typical DLI issues/ challenges or the converse.

I have previously served as a principal leading a K-5 Mandarin DLI program in the Piedmont region of North Carolinas. Thereafter, I transitioned into a district role, which provided opportunities to specifically support eight Spanish One-Way DLI (seven K-5 and one middle school) programs. In terms of offering instructional support to DLI teachers within the district, I collaboratively worked with a colleague on offering and providing professional development opportunities that addressed program and/or teacher needs. Shortly thereafter, I transitioned into the position of DLI program manager within a company that actively recruited and hired international teachers for Mandarin and Spanish One-Way and Two-Way DLI programs. This particular company supported the implementation and monitoring of DLI and global programs across the states of North Carolina, South Carolina, and Virginia. In fact, I partnered with this company in both roles as a DLI principal and DLI instructional coach within a previously designated

district. As a DLI program manager, I served six school districts across the state of North Carolina. I joined this company in the fall of 2019 as a means of educating myself further in the implementation, support, and monitoring of DLI programs across multiple school districts.

As a DLI practitioner, I am interested in exploring the specific leadership behaviors and practices, necessary program preparation, internal and/or external support, and training that assist principals in leading and maintaining successful and sustainable DLI programs. Additionally, I want to help leaders identify the factors/ components in supporting DLI program sustainability as well as how leaders should address these factors. The information gathered from the study will help inform those in the profession looking to implement as well as grow quality sustainable DLI programs within a school/district; hence, my prior knowledge, background, and experience working for a company offering external support/training require special attention to ensure there are no biases in this study, particularly within the designated DLI program study sites.

I was fully aware that both my previous roles and experiences could be perceived as having a biased approach within the study, which can also be foreseen as a limitation (Merriam, 2009); hence, it was important to acknowledge the need for self-reflexivity as I worked through this study (Pillow, 2010). Keeping insight into my personal and professional interests in DLI programming, I chose to address the particular limitation of this study through the utilization of anonymous research methods/practices and tools for collecting data.

Two delimitations limited the scope of the study's inquiry. The first delimitation involved the selection of the school sites. It was best to conduct this study in multiple

schools across various districts, as the data collected and analyzed showed more validity in the results. Secondly, this study focused solely on three school districts as it was unknown if any additional districts would partake in this study.

Significance of the Study

The findings of this research are significant as principals will become more effective leaders as they strengthen their awareness of specific leadership behaviors, practices, and support systems that lead to positive outcomes and effects on their immersion programs. Additionally, it will benefit district leaders in their decision-making process as they consider matching the leadership to the desired outcomes of the DLI programs, whether launching a new program and/or continuing the expansion of existing programs, which should be deliberate and planned. Furthermore, this study may have the potential to inform policy in the future and most importantly to expand the body of knowledge that already exists and/or potentially fill any gaps in research.

Organization of the Study

This study is organized into five chapters. The introduction presented in this chapter outlined the momentous responsibilities principals inherit when launching, implementing, and maintaining DLI programs. Additionally, it addressed the lack of research on principal preparedness and training for those leading DLI programs. Moreover, this chapter expressed the importance of examining leadership behaviors and/or practices affecting the success of DLI programs and the need to investigate the ways principals can be prepared, trained, and receive internal and/or external support needed for program sustainability.

There is extant research on the benefits and implementation of DLI programs,

therefore this study seeks to fill existing gaps in the specific leadership behaviors and/or practices necessary for program preparation, the internal and/or external supports, and professional development training that is prevalent for principals leading and maintaining successful and sustainable DLI programs; hence, leadership behaviors, internal/external supports, professional development training, and factors (components) supporting the sustainability of DLI programs will be studied in greater depth in the literature review that follows in Chapter 2. The details of this study's mixed methods approach are presented in Chapter 3. The assessed and analyzed data and results of the study's findings are embedded within Chapter 4. Lastly, the researcher's interpretations, literature, findings, and recommendations are conferred in Chapter 5.

Chapter 2: Literature Review

      The purpose of this study was to explore specific leadership behaviors and practices necessary for program preparation as well as the internal and/or external support and professional development training that is paramount for principals to lead and maintain successful and sustainable DLI programs. Additionally, the study was designed to help identify key factors (or components) in supporting DLI program sustainability and provided guidance on how to address such factors; hence, the four sections within this literature review provide a comprehensive understanding of bilingual and dual language education as well as address the research behind DLI models, program benefits, training, support, and leadership theories that lead to quality programs and their sustainability.

Bilingual Education

      Programs supporting language vary in context, size, effectiveness, and implementation; hence, defining such programs is imperative as a means of understanding the benefits as well as the impact they have on student learning. Bilingual education has been defined by researchers as programs in which children's first language is heavily used to teach academic content areas (Jacobson, 1974; Ma, 2002). Coincidingly, immersion programs have been defined as "a method of foreign-language instruction" (Lindholm-Leary, 2001 p. 27) in which traditional grade-level curriculum is taught through the medium of a second language. As a result, DLI is considered a bilingual education program as it assists students in developing proficiency in two (primary and secondary) languages for both native-English speakers and multilingual learners. Non-English instruction was first observed during the third wave of immigration in the United States, which took place between the 1880s and the 1920s (Martinez, 2015).

However, bilingual education (specifically DLI programs) was not notably recognized until the 1960s. According to Jacobson (1974), bilingualism was interposed during the two disparate time periods mentioned above.

In order to fully understand the trend of DLI within U.S. schools, it is important to review the brief history of bilingual education and the offered immersion models as they serve as an essential part of public education.

A Brief History

In 1963, one of the first bilingual education programs began in Dade County, Florida, as a response to meeting the needs of middle-class Cuban refugees who were looking to address their children's biliteracy skills in both Spanish and English (Ovando, 2003; Rocque, 2014). The program's offerings would further be advanced as a result of the Bilingual Education Act in 1968. This government policy provides funding for bilingual programs, which was primarily used for purchasing instructional materials, in addition to addressing trainings for teachers and parent involvement. According to Krashen (1999), this policy served to address the way schools were educating the significant influx of Spanish-speaking immigrants. In 1971, native language instruction became the focus for many states as passed legislation promoted and mandated bilingual education within districts that had sufficient populations of ELs (Crawford, 1999).

In regard to language policy in education, the Supreme Court had its first ruling in 1974 on the case *Lau v. Nichols* (Aquino, 2020). The outcome of the case ensured that all students had equal access to the curriculum; therefore, students who were lacking and not meeting English proficiency were authorized to receive special assistance. Although the high court did not rule on bilingual education requirements, the Office of Civil Rights

developed and shared the *Lau* remedies, which provided specific guidelines for school districts handling a population of students speaking the same native language. The *Lau* remedies addressed bilingual education programs by requiring them at elementary school levels as well as gave insight into specific instructional strategies in supporting such programs (Ovando, 2003).

In the 1980s, a group of anti-bilingual groups emerged and began focusing their efforts on prioritizing English as the language in schools. Under Ronald Reagan's presidency, federal guidelines favored English as a second language methods and practices, which veered from bilingual instruction requirements. During this time, the Fairfax County school district in Virginia was implementing English-only teaching practices with its ELs as they embraced the Reagan administration's direction for English-only instruction. These federal guidelines provided a different type of flexibility, which resulted in districts choosing their own programs and abandoning bilingual education programs (Monroy, 2012). By 1981, the Fifth Circuit Court of Appeals made its ruling on the case, *Castaneda v. Pickard*, in favor of Mexican American students in Texas (Dibblee, 2018). Although these students were participants in the school district's bilingual program, the circuit court found the program to be inadequate. Based on this ruling, the following program effectiveness criteria were established to meet the needs of ELs: (a) it must embed a "sound educational theory," (b) through the use of adequate personnel and resources, it should be "implemented effectively," and (c) the program must be evaluated effectively in "overcoming language handicaps" (Hakuta, 2006, p. 82).

According to Baker (2006), the No Child Left Behind Act (NCLB) focused on "research-based scientific, empirical, and systematic studies" (p. 23) of English programs

for ELs. Consequently, Baker also drew attention to the changes in education for bilingual students when the NCLB expectations no longer excluded ELs from state-wide assessments. Once states were required to participate in state-wide assessments, develop annual achievement objectives, and provide appropriate assessment accommodations for Grades 3-6, a shift in perspectives on possible school and student impacts emerged.

NCLB was eventually replaced by the Every Student Succeeds Act (2015), which ensured "equitable access to high-quality education resources and opportunities" (p. 24) as a means of closing educational achievement gaps for all students. This policy incorporates EL progress monitoring in efforts to demonstrate this population's growth as well as serves as a base for the various summative indicators, specifically as schools look to address needs, supports, and improvements (NCLB, 2002).

There are some bilingual education programs that are considered subtractive (transitional), as their ultimate goal is inclusion into the English mainstream with no support for the home language (Genesee, 1999; Ovando & Collier, 1998). Subtractive programs have not been beneficial to ELs, as they lost their native language and find themselves unable to gain their proficiency at the later stages of language learning (Lewelling & Peyton, 1999). According to Lewelling and Peyton (1999), ignoring or denying the EL population their heritage language is ultimately defeating our own purposes and goals.

An additive approach to bilingual education has been proven to benefit students' bilingualism as it is connected to higher levels of language proficiency, self-esteem, and cognitive flexibility (Gersten & Baker, 2000). Research has shown the importance of providing literacy (reading and writing) instruction in students' native language due to

the transferability of skills from the primary language to English, while students' second language proficiency develops (Cummins, 2012; Thomas & Collier, 2012). As a principal works collaboratively with stakeholders on the planning and implementation of a DLI program, they must determine the appropriate immersion model that aligns with the school's student demographics and goals. The varying models are further addressed in the following section.

DLI Models

The variation of DLI models is based on the amount of time the second language (also referenced as L2) is used as well as the student enrollment percentages that have language proficiency in one of the offered languages. An introduction to the two varying types of DLI programs observed within school settings will be reviewed in this section. It is important to note that the main differences between the two types of DLI programs are the allotted instructional time that is spent in the targeted (second) language as well as the instructional time spent in English (Lindholm-Leary, 2012). In turn, the program model selection is a vital component to successful program implementation as the fundamental approaches to one-way or two-way models align with specific program goals.

One-Way Immersion (Full Immersion)

A one-way immersion program is a language model in which instruction is provided in the second language (L2); hence, L1 (native/home language) is maintained at home (Bernacki Jonk, 2009; Duff, 1995; Netten & Germain, 2009). This type of immersion program began in Canada in the 1960s and was later implemented in the United States around the 1970s (Campbell, 1984; Lambert & Tucker, 1972).

Additionally, studies showed that one-way dual language programs have also

been shown to be equally effective as two-way models (Lindholm-Leary, 2001; Thomas & Collier, 2012). Lindholm-Leary (2001) and Thomas and Collier (2012) found that both one-way (developmental) and two-way (developmental and enrichment combined) models showed the highest academic achievement compared to students in monolingual or transitional programs.

Two-Way Immersion (Partial Immersion)

Two-way immersion programs have also been characterized as 50/50 programs due to the allocation of language instruction provided to students as well as representing student demographics within a single setting. Since the student population (or student enrollment numbers) consists of two viable language groups (50% non-native English speakers and 50% native English speakers), this particular type of program has been designed to provide an equal distribution of students and language exposure (Rocque, 2014). The two-way immersion language model was introduced in an effort to bring together two dominant language groups that collectively learn in a school community (Valdés, 1997). For students participating in the two-way immersion program, two languages are learned and acquired within an integrated setting. As a result, this academically challenging learning environment provides an opportunity for participating students to learn from and with each other as instruction through the minority language is considered an enrichment experience for all students participating in two-way immersion classrooms (Rocque, 2014). Non-native English speakers benefit from this language model as the provided instruction establishes a basic understanding of their primary language, which is key in students' mastery of the secondary language (Cummins, 1992).

The Center for Applied Linguistics has developed and publicly shared its *Guiding*

Principles of Dual Language Immersion handbook, which relies on and aligns with

Cummins's (2012) research theories grounded in language development and acquisition

(Center for Applied Linguistics, 2011). In this researched-based document, it is noted that

a 50/50 (also referred to as a two-way or partial) immersion model is composed of a

balanced group of native majority and native minority language speakers who receive

instruction in all content areas in both languages (English and Spanish within this study).

As mentioned earlier, the model selection for DLI programs is a vital component

of successful program implementation. After all, the model drives as well as aligns with

specific program goals. Research has confirmed that successful program outcomes

resulted from the model selection grounded in theory and research-based practices

associated with the goals, vision, and instructional model of their DLI program (Genesee

et al., 2006; Lindholm-Leary & Block, 2010). As school-based leaders promote their

schools' DLI programs and ensure strong student enrollment, it is important that they

articulate the benefits of their program. The next section in this literature review focuses

on the evidence-based research behind the benefits of DLI programs, which addresses the

bilingual brain, the goals of DLI programs, as well as the academic and social

achievements.

Benefits of a DLI Program

Lindholm-Leary (2001) defined immersion programs as "a method of foreign-

language instruction in which the regular school curriculum is taught through the medium

of a second language" (p. 27). DLI programs have been launched in kindergarten

classrooms as research has shown a trend in starting foreign language instruction at an

early age. Researchers have captured data showing how well children under the age of 8

years old have attained native-like proficiency. More mature children rarely attained native-like proficiency, specifically in regard to the grammatical structures and accents obtained by younger peers (Penfield, 1953; Pinker, 1994). The literature provided in this section demonstrates the benefits of implementing DLI programs as well as the cognitive, academic, and social achievement implications.

The Bilingual Brain

Studying a foreign language has been considered a cognitive advantage rather than a deficit (Bialystok, 2016). Bialystok (2007) argued that bilinguals demonstrated higher brain functions with regard to tasks that involved attention, creativity, monitoring, and problem-solving abilities. In a study conducted by Bialystok et al. (2004), their findings indicated that adult bilinguals outperformed peer monolinguals on various cognitive tasks/challenges. Subsequently, the study demonstrated how two systems in the brain are constantly active as they work to keep the languages separate. This cognitive exercise has been proven to strengthen brain pathways (Fang, 2015).

In the field of neurology, there have been several studies conducted that revealed interesting benefits to the bilingual brain (Bialystok, 2007; Liu & Perfetti, 2003; Tan et al., 2000). The benefits included higher cognitive abilities for individuals who demonstrated advanced bilingual competencies. According to some researchers, brain plasticity reduces with age, and the extent to which one can master a foreign language and the speed with which one can learn also reduce with age (Chomsky, 1972; McNeil, 1970; Rocque, 2014). Conducted research has also suggested that there is a difference between the bilingual and monolingual brain. The College Board (2004) report focused on the profile of SAT participants and indicated that students who studied a foreign

language for at least 4 years scored more than 100 points higher in both verbal and math portions of the assessment, which was significantly higher than monolingual peers. Additional research has proven increased brain activity/connections, in which children were capable of producing language without exorbitant mental burden (Pickering & Ferreira, 2008; Wheeldon & Smith, 2003).

The incorporation of cognitive tasks within a DLI classroom assists students in producing the target language without consequences. Instead, students participating in language immersion programs receive higher amounts of input (Long, 1981). Furthermore, immersion pedagogical practices permit opportunities to interact with language in a naturalistic form (Met & Lorenz, 1997). As students acquire the target language, the transition from simple utterances to formal speech occurs, which encourages a more natural language learning approach. This approach is most appropriate as language learning transfers to other subject areas (Turnbull et al., 2003).

School administrators play an important role in advocating for students' needs, values, and projects (Dillard, 1995). As principals advocate for their DLI programs, it is imperative that these leaders understand and effectively communicate the cognitive benefits of this bilingual education program as a means of supporting parents' decisions toward enrollment considerations and program validity.

The Goals of DLI Programs

According to Christian (1994), a typical dual immersion program has three goals: language development (bilingual), academic development (biliterate), and social development (bicultural). This means that students in DLI programs will become proficient in their first and second languages, will perform at or above grade level in both

languages, and will develop strong cross-cultural attitudes and behaviors as well as have a positive self-image.

In addition to the three goals indicated in the preceding paragraph, the Center for Applied Linguistics (2011) indicated that there are four inclusionary goals for DLI programs (regardless of the implemented model), which are (a) students develop high levels of proficiency in their native (home) language, while language development within the second language will not compromise their primary language; (b) high levels of language development and proficiency within the acquired second language, (c) academic performance for program participants will be at/above grade level, and (d) demonstration of positive cross-cultural attitudes/behaviors by students within DLI programs.

The implementation and sustainability of DLI programs are complex endeavors (Palmer, 2010). The research on the bilingual brain and the goals of DLI programs are typically shared with parents when considering their child's enrollment as well as school-based and district leaders working towards DLI program implementation within their designated county.

Academic and Social Achievements

Numerous studies on DLI programs have been conducted and have shown an overall effectiveness and benefit for both minority language and native English-speaking students (Cloud et al., 2013; Howard et al., 2007; Lindholm-Leary, 2001, 2011; Lindholm-Leary & Block, 2010). Longitudinal research from the last 25 years has shown "astonishing effectiveness of dual language education" (Thomas & Collier, 2004, p. 33). Thomas and Collier (2004) found that both one-way (developmental) and two-way

(developmental and enrichment combined) models showed the highest academic achievement compared to students in monolingual or transitional programs. A 15-year longitudinal study, which included the collection of qualitative and quantitative data, provided research-based findings on how DLI programs successfully closed the academic achievement gap for all participating (over 200) students (Thomas & Collier, 2004).

In the arena of academics, DLI programs have been proven to promote language acquisition learning, which increases the amount of input students receive (Long, 1981). According to research, DLI students acquire a second language through daily (natural) interactions that support students' language learning in varying content areas, which in turn increases students' language proficiency (Krashen, 1981; Met & Lorenz, 1997; Turnbull et al., 2003). Over time, students' conversational abilities transition from utterances (minimal speech) to formal speech (Rocque, 2014). The input (information obtained) and output (spoken and written) forms of communication help learners produce native-like speech as a result of gaining similar language forms and structures in both languages (Bialystok & Martin-Rhee, 2008; Lessow-Hurley, 2005). Moreover, research has authenticated the importance of reading in both the native (home) and second languages to increase proficiency in English, which is reinforced in DLI programs (Christian, 1996; Cohen & Swain, 1976; Gal, 1979; Lindholm-Leary, 2000; Valdés, 1997).

In regard to a one-way (full) immersion program, this enrichment program (model designed for native English speakers) encourages the development and proficiency of a second language. Students participating in DLI programs have shown adequate academic achievements and proficiency in two languages; hence, research has proven that students'

first (primary) language is not jeopardized within these programs (Grissom, 2004). In a longitudinal study conducted within North Carolina DLI programs, in both rural and urban areas, Thomas and Collier (2012) reported that students (no matter the subgroup) enrolled in these programs were able to close the achievement gap in both reading and math. In another study conducted by Lindholm-Leary (2005), results concluded that learners within DLI programs produced large gains in reading and math assessments over time.

As the literature promotes the benefits of DLI programs, which include the promise of closing gaps in achievement, there is a lack of research on key leadership practices, professional development, and support for principals that lead sustainable quality DLI programs; hence, the premise of this study.

DLI Program Sustainability and Support

Language support programs that are labeled as bilingual education and immersion have been shown to be effective; however, nonagreement among researchers lands upon the wide-scaled differences among implementation components and non-aligned goals for such programs (Ma, 2002). This section has been designed to share the research behind guiding principles, program components/features that promote sustainability, and the internal/external supports for DLI programs, which will help leaders identify, acknowledge, and duplicate processes that research has deemed successful in regard to growing sustainable quality DLI programs.

According to various researchers, the Center for Applied Linguistics *Guiding Principles of Effective Dual Language Education Programs and Toolkit* provides extensive research on dual language education, bilingualism, best teaching practices, and

school reform efforts (Howard et al., 2007). The guidebook provides a rubric for program planning, implementation, and sustainability of high-quality DLI programs which has been divided into seven strands. The seven strands include (a) program structure, (b) curriculum, (c) instruction, (d) assessment and accountability, (e) staff quality and professional development, (f) family and community, and (g) support and resources (Howard et.al., 2018). A brief summary of each strand has been included, as each factor contributes to the success and sustainability of the DLI programs:

Strand 1: Program Structure

Strand 1 outlines the organizational structures that are critical for establishing an effective DLI program. This strand specifically covers the structures focused on equity, school environment, effective leadership, ongoing and continuous program planning as well as other considerations for the development and refinement of a DLI program. According to research conducted on effective DLI programs, schools that consistently set vision and goals focused on bilinguals, biliteracy, academic achievement, and sociocultural competence shared and accepted by all stakeholders were able to demonstrate quality programs (Berman et al., 1995; Calderón et al., 2011; Corallo & McDonald, 2002; Genesee et al., 2006; Lindholm-Leary & Block, 2010; Marzano, 2003; Parrish et al., 2006; Slavin & Calderon, 2001). Leaders overseeing a successful quality program must have extensive knowledge, understanding, and a full commitment to the DLI model, program goals, second language development, and instructional methodology and pedagogy (Alanis & Rodriguez, 2008; Howard et al., 2018).

Strand 2: Curriculum

In addition to the program structure requirements for DL programming identified

in the first strand, there needs to be a considerable commitment to curricula implementation; hence, this particular strand addresses the curricula needed in meeting student needs as well as the importance of aligning it to standards-based, language development, and academic language proficiency competencies (Hakuta, 2011; Hakuta & Castellon, 2016; National Academies of Sciences, Engineering, and Medicine, 2017). This strand also focuses on the point that most curriculum and aligned assessments were not designed with DLI programs and the participating students; therefore, adaptations/adjustments will need to be made. Furthermore, this strand states the importance and necessity of implementing curriculum and materials in both (primary and secondary) languages to ensure the development of linguistic proficiency (Howard et al., 2018).

Strand 3: Instructional Practices

Strand 3 highlights the instructional strategies, methodology, and pedagogy for second language development, which includes oral language development, literacy development, and language of instruction. Research has explained how language development is not linear; therefore, incorporating comprehensible input at the earlier stages of second language acquisition supports student learning (Larsen-Freeman & Tedlick, 2016; Linquanti & Cook, 2015). This strand also specifically recommends the incorporation of cooperative learning opportunities as this instructional practice promotes student interactions with language and work experiences (Cohen, 1998; Johnson & Johnson, 2009; Kagan, 1994).

Strand 4: Assessment and Accountability

Research conducted on effective bilingual and DLI educational programs

demonstrates the importance of assessment, accountability, monitoring, and data analysis practices that impact the viability of programming (Howard et al., 2018). Strand 4 highlights researchers' concerns with regard to assessment and accountability for ELs and multilingual learners as well as addresses the formative and language proficiency assessments and other testing infrastructures associated with DLI programs.

Strand 5: Staff Quality and Professional Development

In regard to professional development, it is highly recommended that essential training covers standards-based teaching, literacy instruction, sheltered instruction (second language acquisition best practices), and educational pedagogy and methodology practices as a means of maintaining the integrity as well as meeting the goals of the DLI program. It is also imperative that professional development include critical thinking and reflective practices in order to address the shortcomings and intended progress and success of the program (Howard et al., 2018). This strand focuses on effective vehicles for recruiting highly qualified staff and integration of professional development that leads to successful and sustainable DLI programming.

Strand 6: Family and Community Involvement

Strand 6 details the parent and community involvement opportunities that foster home-school connections. This section focuses on the effective practices that encourage positive relationships between all stakeholders that can lead to a higher level of engagement (Ferguson, 2008; Loeb & York, 2016; Mapp & Kuttner, 2013). Potential barriers, support services, and parent engagement practices that impact DLI programs are further discussed within this strand.

Strand 7: Support and Resources

This final strand provides guidance on the specific support and resources needed in meeting the DLI goals of bilingualism, biliteracy, biculturalism, and student achievement. Program support is provided by various stakeholders, which influences its funding, staffing, training, resource materials, program model and planning, as well as student achievement (Genesee et al., 2006; Cloud et al., 2013; Lindholm-Leary et al., in press; Valdés et al., 2015).

One exploratory study conducted on DLI programs concluded that successful language programs shared several common features, including (a) an early start, (b) a coherent framework, (c) strong leadership, (d) language as a core subject, (e) rigorous teacher education, (f) language through content, (g) creative use of technology, and (h) support of heritage languages (Christian et al., 2005).

All the factors addressed within the seven strands of the *Guiding Principles of Dual Language Education* guidebook have successfully contributed to quality sustainable programs. As a result, the quantitative instrument within this mixed methods study addresses the frequency of these behaviors principals incorporate within their leadership practices towards growing quality sustainable DLI programs. The findings of this mixed methods study are further addressed and discussed in Chapters 4 and 5.

Professional Development

In order for principals to effectively lead individuals within their schools, they are required to possess specific skills/attributes that promote organizational, managerial, and instructional capacities (Newmann et al. 1997; Scanlan et al., 2016). As Fullan (2011) has advised, a proficient (prepared) change leader is one who can share practical experiences

and application of the expected work. As principals inherit schools, they need to become aware of the hidden social, political, and economic influences, as these factors guide decisions and responses to complex issues. In order for DLI programs to be successful, the leader needs to be knowledgeable and committed to the longevity and sustainability of them (Martinez, 2015). As a means of adequately advocating for the DLI program, the principal must have in-depth knowledge, theoretical understanding, and commitment to the instructional methodologies and pedagogy associated with this learning framework (Menken & Solorza, 2015).

As Monroy (2012) highlighted within the conducted qualitative study, school leaders need professional development focused on the foundational DLI pedagogy and practices in order to effectively lead teachers in the development and implementation of DLI curricula and instructional regimes/routines. Sustainability within DLI programs will be threatened when there is a lack of (a) professional development for administrators, (b) qualified immersion teachers, and (c) training for teachers (Alanis & Rodriguez, 2008; Combs et al., 2005; Torres-Guzman, 2007). In a 5-year qualitative study conducted by several researchers (Newmann et al., 1997), it was reported that one factor in the organization's success of change heavily relied on the principal's abilities/capacities of managing both the internal and external resources. As some researchers have pointed out, a leader must have the ability to implement organizational structures as well as accountability measures as a means of embedding effective practices in meeting established goals/objectives (Scanlan et al., 2016).

Although the research embedded within this literature review addresses the need for formal administrator training for DLI programming and its sustainability, there is

limited research on principal preparation for growing and sustaining bilingual education programs (Menken & Solorza, 2015). The succeeding two sections further discuss the types of internal and external supports principals as well as district leaders should consider when growing and sustaining successful DLI programs.

Internal Supports

Principals are effective leaders in their school buildings when they have the capacity to balance organizational (such as policies, resources, practices, incentives, and initiatives), managerial, and instructional priorities (Leithwood et al., 1996). Due to the language learning approach (utilized language model) within a DLI program, the principal needs to consider core curriculum materials and/or supplemental resources accessible to teachers in delivering content in both targeted languages (Monroy, 2012). Supplemental resources include classroom as well as school library collections. It is important to note that research has indicated the limitation of Spanish reading materials accessible to students within DLI programs (Amrein & Pena, 2000; Pucci, 1994). The internal support of DLI programming references the infrastructures and resources afforded within a given school district. The personnel overseeing and/or responsible for the growth and sustainability of the program are to be included within the capacity of the internal support structure. Decisions on the allocation of funds, resources, and training are determined by the school leader (Starratt, 2004). *The Guiding Principles of Dual Language Education* guidebook mentioned in the previous section of the literature review addresses these internal supports (staffing qualities, professional development for immersion teachers, support, and resources), which contributed to successful sustainable DLI programs.

External Supports

The external supports reference the individuals (or collective groups) who support the DLI program outside of the school and district personnel. This support may come from a consulting company, which is referenced in several DLI research studies. Strand 6 within *The Guiding Principles of Dual Language Education* guidebook encourages principals to find ways to connect various stakeholders in the growth of their DLI programs. This particular strand shares effective practices in fostering positive relationships to ensure the vitality of the program. As a result of the uniqueness of this DLI programming, the external support will vary from school to school, district to district. Subsequently, the principal will need to have a strong commitment to the DLI program as well as an in-depth understanding of how to allocate and secure funding in order to ensure the program's continuity and sustainability, especially when leaders must prioritize competing needs (Menken, 2017).

The qualitative and quantitative instruments within the mixed methods study further addressed the principal professional development and specific internal and external supports required in successfully leading quality sustainable DLI programs.

Leadership Theories

The term leadership has taken on a variety of definitions over the last several decades. Upon researching the specific leadership behaviors and/or practices principals should possess in sustaining DLI programs, it was important to define the term leadership. As previously mentioned, some researchers would argue that leadership refers to the person who influences members within a group to achieve goals established for themselves and/or within their organization (Shackleton, 1995). Dess and Lumpkin

(2003) have defined leadership as a process in which a group of individuals are influenced in understanding and agreeing to (a) what needs to be done, (b) how it can effectively be done, and (c) what process will help to facilitate individuals and their collective energies in attaining shared objectives/tasks. Another researcher has argued that "leadership is an art of utilization of individuals for definite purposes, standards, and approach to resources in a rivalry perspectives and disputes in chasing the objectives" (Burns, 1978, p. 134).

As one can see, there have been many attempts to define leadership; hence, some researchers would argue that a comprehensive definition of leadership still ceases to exist (Bass, 1991; Lincoln, 2012). As a result, this section of this study focuses on the various leadership theories that will provide a comprehensive explanation of the theoretical/ conceptual framework guiding the research behind this dissertation as well as seek to answer the three research questions leading the inquiry of this study.

Behavioral Leadership

Knowing the strengths of a leader can benefit an organization. This notion was understood within the 1939 study focused on three leadership styles that are now referred to as authoritarian, participative, and delegative (Groudzinskaya & Mariko, 2006). It was during the 1930s when Kurt Lewin began conducting research on action research, which would support efforts to solve social problems. He believed that individuals behaved differently based on the perception of themselves and the environment in which they worked. Subsequently, there were underlying forces (needs) that determined an individual's behavior (Bird & Wang, 2013). His research helped him argue that individuals brought together in a group come with varying dispositions

(tendencies/behaviors) that can work coincidently to achieve a task and/or goal when they share a common objective. As a result, Lewin's research in the 1940s focused on the exploration of three leadership models (democratic, autocratic, and laissez-fair), which led to the development of the triangle concept of leadership (Sferra & Paddock, 1980).

Lewin's framework represents the type of leadership behaviors required in a given situation, which is based on situational variables. His developed framework was represented in a triangular form (depicted in an equilateral form) as a means of showing the similarities and differences among the leadership styles. The terms autocracy (autocratic) and democracy (democratic) demonstrate alignment with leadership characterized in political systems (Sferra & Paddock, 1980). Autocracy has been referenced as an authoritarian style, as this leadership behavior corroborates control and dictation over a group of individuals. Democracy attests to the U.S. political system where the leader encourages and fosters a group's participation in development and decision-making processes. Although Laissez-faire leadership behavior does not coincide with a political system, it does acknowledge a set of principles that maximize self-governance and freedom (Groudzinskaya & Mariko, 2006; Sferra & Paddock, 1980). Figure 2 depicts the leadership behaviors, strengths, and weaknesses among Lewin's Three Styles of Leadership Behaviors, which was adapted from Groudzinskaya and Mariko, (2006, p. 4).

Figure 2

Lewin's Three Styles of Leadership Behaviors

	Autocratic	Democratic	Laissez-Faire
Leadership Behaviors	Leader has full control of the group. The behavior of the group is controlled through the leader's power. Policies, techniques, and activities are solely directed (dictated) by the leader.	Leaders allows group members to select goals as well as determine activities. Group discussions are held to inform and assist the leader in policy-making decisions.	Leader gives ultimate autonomy to individuals and/or the group members. Leader provides little to no direction on how to accomplish task/goal.
Strengths	Roles/Repsonisbilities are clearly defined. Control of accomplishing a goal/task is given to the leader.	Managerial decisions are shared among individuals. There is a strength in group cohesiveness.	Freedom and flexibility is given to the group of individuals. Limited or minimal interference from the leader.
Weaknesses	The leader has sole responsibility of the decision-making process.	Control of behaviors and actions are dependent on the motivation of the group.	The individuals within the group must be skilled and competent. The group may reduce speed and lack direction without the leader's interference or intervention

In addition to Kurt Lewin's behavioral leadership framework, another well-known behavioral leadership framework was devised in the 1930s by Getzels and Guba (Hersey et al., 1988). The Getzels-Guba leadership model is further addressed within the leadership theoretical and conceptual frameworks subheading within this study, as it guided the development and refinement of research inquiry and instruments utilized within this particular study.

Situational Leadership

In the late 1970s, leadership effectiveness leaned towards the behaviors of leaders as well as their followers in various situations, which aligned with the works of Fiedler,

Chemers, and Mahar (Birden, 1992). These researchers found a number of variables that

worked in coordination and contrast with one another within an organization. This led to

the recognition of two dimensions of leadership, which focused on directive and

supportive behaviors. This supported the explanation of the specific aspects of leadership

in the coordination of organizational dynamics. Fiedler's theory of leadership provided

insight into how leadership behaviors/styles were dependent on the organization's

circumstances. Overall, this contingency leadership framework indicated that maximized

performance outcomes were a result of matching leadership styles within varying

situations as a means of yielding maximized results (Kest, 2006).

Pressing forward to the late 1980s, the behavior of leaders and their followers

became the dominant focus of situational leadership. During this time period, researchers

believed that behavior was influenced by varying components. Hersey et al. (1988) stated

that behavior is based on three areas: (a) task behavior–the amount of guidance and

direction leaders demonstrate; (b) supportive behavior–the amount of social and

emotional support leaders offer; and (c) maturity level–how followers perform on a

specific task, objective, or function, which is based on their achievement motivation,

willingness, and ability, as well as experience. Subsequently, they identified four types of

leader responses that assist their efforts in developing their situational leadership model,

which would guide leaders' responses/behaviors based on the followers' maturity

(readiness) levels. The four readiness levels and corresponding leadership

behaviors/styles can be observed in Figure 3.

Figure 3

Hersey et al.'s (1988) Situational Leadership Model

Readiness Level (Follower's Maturity)	Appropriate Style (Leader Response/Behavior)
M1 Low Readiness Unable, unwilling, or insecure	S1 Telling High Directive/Low Supportive Behavior
M2 Low to Moderate Readiness Unable but willing or confident	S2 Selling High Directive/High Supportive Behavior
M3 Moderate to High Readiness Able but unwilling or insecure	S3 Participating High Supportive/Low Directive Behavior
M4 High Readiness Able, competent, willing, confident	S4 Delegating Low Supportive/Low Directive Behavior

The situational leadership framework developed by Hersey et al. (1988) demonstrated the importance of knowing and understanding the maturity levels of workers in a given organization, as this information guides the leader's appropriate responsiveness to their involvement and cooperation in meeting the organization's established objectives/goals. As Birden (1992) stated, "If success is the leader's objective, providing appropriate involvement parameters is more likely to stimulate worker cooperation" (p. 24).

A few takeaways were obtained from this leadership model. First, it should be understood that the tasks of an individual and/or group within an organization are continuously changing; therefore, the leader's style/behavior must also change as a means of meeting the new circumstance and/or situation. Secondly, the effectiveness of a leader in an organization is dependent on the actions/responsiveness of those who follow

(Birden, 1992; Kest, 2006).

Transformational Leadership**

The shift towards transformational leadership occurred at a time when the integrative theory of leadership besotted researchers and practitioners in the 1980s (Lussier & Achua, 2010; Yukl, 2006), It was during this time that organizations were expected to transform their culture and embed innovational practices that engaged their organizational members in attaining aims, objectives, and/or goals (Shafique & Loo-See, 2018). This concept of transformational leadership was initiated by Burns in 1978 and was further expanded upon by Avolio and Bass (1995) within a multi-level framework they developed. Transformational theory of leadership presented the grounds or evidence for training, practice, and identification (Bass & Bass, 2008). Bass (1990) described transformational leadership as the process in which leaders create awareness and ensure acceptance of a group goal or mission. Transformational leaders directly impact the organization by meeting the needs of individuals within a group as well as engaging all staff members in solving problems effectively (Bass, 1990). Transformational leadership necessitates a change in practices as a means of attaining expected outcomes; therefore, members within an organization must move beyond their own self-interest and focus on the intended interests that better the group/organization (Baldwin, 2018).

Progressing to the 21st century, Fullan's (2022) research has focused on the complexity of the change process and how effective leaders must have the ability to respond to new trends, developments, and attitudes as a means of organizational success. Fullan's change theoretical framework identifies five essential components that address change leadership, which are a moral purpose, understanding change, relationship

building, knowledge building and sharing, and coherence making. Leaders that possess

and embrace these five themes will be more cognizant of the change process, which leads

to effective practicality of leading quality sustainable DLI programs. Here is a brief

overview of Fullan's five change themes:

Moral Purpose

This is the foundational theme represented in Fullan's change leadership

framework. As principals lead their staff through complex times, these leaders must be

guided by moral purpose, which represents their intention and commitment to the

betterment of those impacted by the school/organization (which includes staff, students,

parents, community, and all other stakeholders). Leading with moral purpose allows the

leader the opportunity to improve the quality of work (how individuals work together,

relate to one another, etc.). It is noteworthy to point out that this is not a stand-alone

theme, as the change leadership model is most effective when all five themes are

intertwined.

Understanding Change

The second theme within the change leadership model addresses the importance

of understanding change, which focuses on the act of learning. According to Fullan

(2022), change is a process where leaders can lead, as it is about the interactions among

people. If complex change is required within an organization/school, it is recommended

that the principal engage staff (group of individuals) in the action of developing the

solution through the implementation of nine strategies within an orchestrated approach.

The strategies to incorporate within the change process are

1. be right at the end of the meeting

2. relationships first (too fast, too slow)

3. acknowledge the implementation dip

4. accelerate as you go

5. beware of fat plans

6. behaviors before beliefs

7. communication during implementation is paramount

8. excitement prior to implementation is fragile

9. become a lead learner

Relationship Building

Relationships are the heart of the work, which makes the difference in an organization. Both moral purpose and relationship building are closely interrelated within this leadership framework. Moral purpose improves the quality of work, whereas relationships connect individuals in their work, which is driven by purpose and contributions. Within an organization, learning is the work, as individuals collectively address goals and tasks in a continuous modality of purposeful collaboration, innovation, and refinement.

Knowledge Building and Sharing

This theme highlights the fact that 21st century key concepts focus on the ideology of knowledge. It is expressed that successful organizations have leaders who intuitively help members work to build, share, create, and manage knowledge. Fullan (2001) identified knowledge as a service of transformation. Although change is unpredictable, unstable, and inconsistent, an organization that seeks to promote knowledge as an exchange of deep learning among its population will increase productivity and remedy

problematic situations. This fourth theme dives into the six Cs of global competencies (character, citizenship, collaboration, communication, creativity, and critical thinking), the four learning models (partnerships, pedagogical practices, learning environments, and leveraging digital), and the support systems (school, state, and region) that deepen the learning.

Coherence Making

This final theme of change within the leadership framework focuses on the purposeful interactions that are taken to build capacity in an organization. Vertical and horizontal progress serves as accountability for the leader in operating an interactive and supportive climate/environment. Furthermore, this theme is considered to be an integral part of the change leadership model; hence, coherence making in conjunction with the other themes will guide leaders on the daily practices required to effectively lead in a culture of change.

Incorporating all five change themes promotes check and balance opportunities among a leader's daily behavior and practices, which supports their efforts in addressing complex problems. In summary, leaders will increase their effectiveness when they coherently incorporate the five change themes (moral purpose, understanding change, relationship building, knowledge building and sharing, and coherence making) within their leadership practices.

Leadership Frameworks

This study is focused on the leadership model derived from Getzels and Guba, as this framework delineates the tasks interrelated to the daily operations of the school leader (Sferra & Paddock, 1980). This particular framework emphasizes how two

dimensions are interlaced in yielding observed social behaviors within a given social system. The normative (nomothetic) dimension focuses on the roles and expectations that lead to the fulfillment of the system's established goals and/or objectives (Sferra & Paddock, 1980). The second dimension, ideographic, addresses the leader's personal dispositions, which include attitudes/beliefs, behaviors, preferences, and other various needs that would affect the organization/system. These two theorists connect the interrelationship of those within the two dimensions and depict how these two social dimensions influence specific social behaviors. These specified behaviors will be dependent on the role, personality, expectation, and need disposition of those involved within the designated system (Sferra & Paddock, 1980).

The transformational leadership literature demonstrates that the principal is essential in propelling any school to greatness (Elmore, 2000; Fullan, 2005). In addition to the Getzels-Guba social system model, my study incorporates Fullan's (2010) framework as it describes five essential change themes leaders need to possess as a means of meeting varying demands within an organization and intentionally achieving established goals/objectives. Leaders who embody these five change themes (moral purpose, understanding change, relationship building, knowledge building and sharing, and coherence making) within their daily practices will effectively address complex problems, be apprehensive of the change process, and lead their organizations into a culture of change (Fullan, 2020).

The consolidation of both the Getzels-Guba model and Fullan's framework have guided the refinement of the research questions and methodology within this study. Correspondingly, the identified task-oriented behaviors and change themes leaders must

possess in achieving and establishing goals/objectives within these two frameworks align

with the purpose of this study, which is to explore the specific leadership

behaviors/practices as well as the internal/external supports and professional

development paramount for principals leading and sustaining DLI programs.

Leadership in the Dual Immersion Context

Based on the various leadership theories addressed within this study, the research

has shown how a principal plays a pinnacle role in the daily operations of a school. The

leader of the school is responsible for establishing and accomplishing goals/objectives,

meeting the varying needs affecting the organization/system, and supporting efforts in

closing student achievement gaps. DLI programs are unique as they address and

aggrandize bilingualism, biliteracy, and biculturalism. Evidently, the leader of the DLI

program will possess (a) specialized leadership behaviors/practices, (b) an understanding

of the theory underlying the program models, (c) knowledge of immersion pedagogy, and

(d) a strong commitment to achieving its program goals (Alanis & Rodriguez, 2008;

Castellano et al., 2002; Herman et al., 2016).

One researcher identified several tasks that leaders of dual language must do in

order to become successful, which included (a) being a program advocate and liaison; (b)

being a supervisor of model development, planning, and coordination; and (c) being a

facilitator of staff cohesion, collegiality, and development (Lindholm-Leary, 2005). Other

tasks involved in effective leadership were focused on administrative and principal

support. The support can be seen in the structures and functional integration of the DLI

program into the whole system (Rocque, 2014). Resources, training, and equitable and

accessible materials were other factors that led to successful programming. According to

research, the principal has to fully understand the DLI model well enough to be the advocate and spokesperson for the program as they would explain, promote, and recruit for the program (Cloud et al., 2013; Lindholm-Leary, 2001). One comparative case study on three dual language programs in New York showed that principal leadership focused on building the collective capacity of the staff helped sustain the programs (Hunt, 2011).

Another researcher identified effective leadership practices for sustaining DLI programs and explained how critical these practices are to the strategic deployment of human and fiscal resources (Martinez-Kellar, 2012). Additionally, there is a focus on district-level policies and practices related to the support of DLI programs. Subsequently, Monroy (2012) highlighted five categories that districts should consider supporting in order to sustain DLI programs: vision, goals, high performance expectations, allocation of resources, and collaboration and shared decision-making.

In regard to sustaining a DLI program, Alanis and Rodriquez (2008) identified four contributing factors, which included (a) pedagogical equity, (b) effective bilingual educators, (c) active parent participation, and (d) knowledgeable leadership and continuity (Romero-Johnson, 2011). This research addressed the critical aspect of leadership continuity as the principal's knowledge and support regarding dual language practices had been instrumental in program sustainability (Alanis & Rodriguez, 2008). In accordance with Met and Lorenz's (1997) research, the skillset, as well as the commitment of their organization's school administration, suggested that the leadership selection of their DLI program was key to its program's viability.

Aligning Leadership Theories to DLI Principal Practices

Hunt's (2011) research considered the role of the principal and teachers in

promoting and supporting dual language bilingual education in three established elementary schools in New York City. The research highlighted the essential role of school leadership in both developing and sustaining effective bilingual education programs. It also examined the leadership structures within the three dual language programs. Based on the research conducted, four leadership structures emerged as essential supports for bilingual learning communities, which were (a) mission, (b) collaborative and shared leadership, (c) flexibility, and (d) trust (Hunt, 2011). These structures foster leadership that moves beyond any one individual to become a shared responsibility (Fullan, 2005). The findings from this study proved that school-based leaders need to find ways to build capacity with their DLI programs. This approach helps organizations move beyond dependence on any one individual. An effective principal of a quality DLI program has a clear and defined understanding of how to serve as a spokesperson who advocates for the program at all levels (school, district, and state) to ensure appropriate planning, development, implementation, and evaluation of its financial, instructional, and capacity-building responsibilities (Howard et al., 2018).

The leadership theories researched within this literature review have suggested that there is not one proprietary theory that appropriately addresses the leadership behaviors and/or practices leaders (specifically principals) should possess in sustaining quality DLI programs. The research conducted within this chapter has indicated that one leadership theory will not be sufficient in addressing the three inquiry questions correlated to this study. It is important to note that several researchers have warned against applying one leadership theory when changes in practices are deemed necessary. According to Hallinger (2011), leadership theories should be applied according to the

contextual and situational needs of the school-based leader. Marks and Printy (2003) shared how much more effective it was to integrate the use of various leadership theories than it was to use one theory in isolation. Another group of researchers shared the benefits found in combining leadership theories when addressing effective leadership practices (Day et al., 2016).

Summary

This chapter provided a review of the literature that explored the development (history), benefits, guiding program principles, supports, and leadership theories aligned with DLI program sustainability practices. Considering the efficaciously increased number of DLI programs within the U.S. over the past few years, district leaders should consider the essential principal professional development training and the internal/ external support necessary in building their knowledge on the various DLI components and factors that will assist their efforts in sustaining their programs.

For the purpose of this study, a professional growth plan has been produced as a means of building a principal's capacity in leading a sustainable quality DLI program. Furthermore, a recommendation list of dispositional (task and relationship behaviors) best practices has been developed as a means of further strengthening a principal's ability to lead and maintain sustainable immersion programs. These two deliverables are expected to add to the existing body of knowledge, specifically on how leaders can grow sustainable quality DLI programs.

The posterior chapter describes the mixed methods approach used in exploring specific leadership behaviors necessary for program preparation, the internal and/or external supports, as well as the professional development that is paramount for

principals to lead and maintain successful and sustainable DLI programs. The research

focused on the impact of key leadership practices, preparation, training, and support

required to grow sustainable quality DLI programs, which are both quantitative and

qualitative in nature.

Chapter 3: Methodology

Introduction

The intent of this chapter is to describe the methodology used in this study. The purpose of this mixed methods study was to explore specific leadership behaviors and practices necessary for program preparation as well as the internal and/or external support and professional development that is paramount for principals to lead and maintain successful and sustainable DLI programs. Additionally, the study was designed to help identify key factors (or components) in supporting DLI program sustainability and provided guidance on how to address such factors.

The findings of this research have been provided to assist principals in becoming more effective leaders as they strengthen their awareness of specific leadership behaviors, practices, and internal and external support systems that lead to positive outcomes, alignment with program goals, and sustainability of their DLI programs. Additionally, the results have been shared to benefit district leaders in their decision-making processes as they consider matching the leadership to the desired outcomes of the DLI programs as the continued expansion of these programs, which should be deliberate and planned.

Subsequently, this study has been designed to potentially inform policy in the future and most importantly expand the body of knowledge that already exists and/or potentially fill any gaps in research. Furthermore, this study supported the development of a professional growth plan as a means of building a principal's capacity in leading a quality sustainable DLI program. Consequently, a recommendation list of dispositional (task and relationship behaviors) best practices has been developed as a means of further strengthening a principal's ability to lead and maintain sustainable immersion programs.

These two deliverables are expected to add to the existing body of knowledge, specifically on how leaders can grow sustainable quality DLI programs.

Research Design

A mixed methods approach was utilized to conduct this study as a means of providing a comprehensive analysis of the following research problems:

1. What specific leadership behaviors and/or practices should principals possess in sustaining DLI programs?

2. What internal and/or external support and training are needed for principals to sustain quality DLI programs?

3. How does the internal and/or external support and training impact principals?

Both quantitative and qualitative forms of data are integrated into the design analysis by merging, explaining, and embedding data within a larger context (framework). This approach was chosen as a result of its strength in drawing on both research methods, which in turn minimizes the limitations of both approaches; hence, a convergent mixed methods design was used in this study. Development of the quantitative (closed-ended) and qualitative (open-ended) questions within one instrument was entered into a digital data analysis software (Qualtrics) as a means of capturing anonymous data within a one-phase analysis. In this one-phase approach, both forms of data were collected and analyzed separately. The results were merged as a means of interpreting the collected data to compare and confirm/disconfirm each other (see Figure 4, a visual representation depicting the one-phase approach adapted from Creswell & Creswell, 2018, p. 218).

Figure 4

Convergent Mixed Methods Design
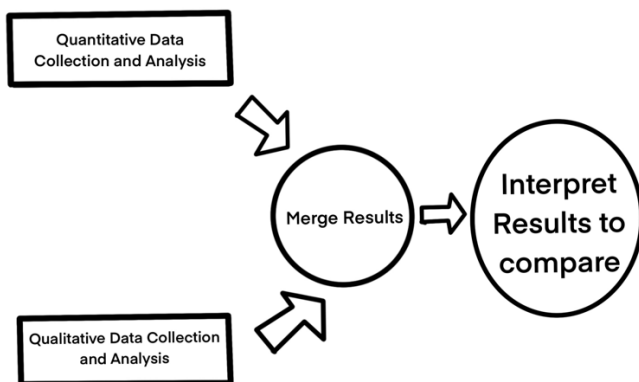
It is important to note that as the researcher, I was not looking to see how the variables interact or at two variables for comparison. As a result, the explanatory sequential mixed methods design was not utilized within this study. Additionally, an exploratory sequential mixed methods design was not selected for this particular study due to the collection of focus group data. This was not an adequate instrument as the subjects within this study have conflicting interests. For instance, some DLI programs are considered choice programs and/or magnet programs, which may attempt to recruit the same families within a district. Interested families may select more than one school site when applying for DLI programming, and their child's enrollment may be dependent on the site's availability; hence, student recruitment may serve as a conflict of interest for the participants of this study. Due to these circumstances, this research design was not utilized in this study.

The purpose of this study was to confirm/disconfirm the leadership behaviors and practices, the internal and external support, and the professional development necessary in growing sustainable DLI programs; therefore, the explanatory sequential and exploratory sequential mixed methods designs were not considered for this study. This

chapter further addresses the (a) designated research design, (b) selected participants and sampling design, (c) justifications of the mixed methods instruments and their measures, and (d) explanation of the data collection process and correlating analysis.

Selection of Participants and Settings

The subjects of this mixed methods study were principals currently leading DLI programs in three school districts in the state of North Carolina as a means of conducting a purposeful sampling. According to Krathwohl (2009), purposive sampling assists researchers' efforts in attaining quality sampling in order to obtain a full understanding of the nuances within the field of study. Krathwohl further stated that purposive sampling is a strategy utilized in deliberately selecting persons, settings, and/or activities that will provide relevant information aligned with the given research study. The selected group of participants is a representation of the accessible population that would potentially benefit from as well as be affected by the research findings within this study. The population sought out for this study consisted of 13 elementary schools' DLI principals across three school districts located in two of the three regions of North Carolina, the Piedmont and Coastal Plains (see Figure 5).

Figure 5

Participant Selection Chart

District	School	Location	Program Type
District A	School 1	Piedmont Region	One-Way Immersion
	School 2		Two-Way Immersion
	School 3		One-Way Immersion
	School 4		Two-Way Immersion
District B	School 1	Coastal Plains Region	Two-Way Immersion
	School 2		Two-Way Immersion
	School 3		Two-Way Immersion
District C	School 1	Piedmont Region	Two-Way Immersion
	School 2		Two-Way Immersion
	School 3		Two-Way Immersion
	School 4		Two-Way Immersion
	School 5		Two-Way Immersion
	School 6		Two-Way Immersion

Sampling Design

Prior to the start of the research study, district leaders were contacted via email to request permission for the purpose of granting access to the principals of DLI schools within the district. The email contained the IRB approval documents as well as the link to the online survey (Appendix A). After receiving district approval, the selected participants of this study were contacted by email to obtain their consent to participate in this study as well as gain access to the Qualtrics software platform, which contained the quantitative (close-ended Likert scale questions) and qualitative (open-ended survey

questions) data within the online instrument. The generated request letter for research

consent for principal participation was shared (Appendix B) via email after receiving

educational institution and IRB approval.

Instruments and Measures

This study focused on both quantitative and qualitative data that were collected at

the same time through a one-phase approach. The collected information was integrated

into the interpretation of the overall results. The mixed methods convergent research

design promoted the opportunity to develop a full understanding of the changes required

for this marginalized principal group through the implementation and collection of

quantitative and qualitative data (Creswell & Creswell, 2018). The online instrument

collected data utilizing parallel variables and/or concepts. As the researcher, I associated

certain themes with the statistical data collected within both quantitative and qualitative

questions included within the survey research instrument. My goal was to make a

comparison between the collected data to confirm/disconfirm the specific leadership

behaviors and/or practices principals should possess in growing and sustaining quality

DLI programs.

The combination of quantitative and qualitative evidence collected incorporated

data collection methods meant to draw upon all statistical possibilities (Creswell &

Creswell, 2018). The subsequential sections focus specifically on the quantitative and

qualitative research design survey instrument that sought to address/answer the posed

research questions as well as align to the leadership conceptual framework derived for the

purpose of this study.

Quantitative Likert Scale Survey

Historically, quantitative instruments have been viewed to be valuable research methods by many researchers in the field due to the presentation of data results, which are concrete, scientific, and/or numerical (Blackwell, 2020). The quantitative data utilized within this study were a series of Likert scale survey questions that were administered to principals currently leading DLI programs. This 4-point Likert scale survey measured principals' frequency of evidence-based DLI practices identified among the seven strands highlighted within the *Guiding Principles of DLI Toolkit* (Howard et al., 2018). The seven strands addressed (a) program structure, (b) curriculum, (c) instruction, (d) assessment and accountability, (e) staff quality and professional development, (f) family and community, and (g) support and resources. The toolkit provides ongoing planning support and can be utilized to ensure continual self-reflection and program improvement. Two appendices within the *Guiding Principles of DLI Toolkit* contain templates for principals who lead DLI programs or district leaders who support such programs to use as a means of charting progress. The Center for Applied Linguistics gives access to and permission for the use of these appendices, as the information gained will support the progress, growth, and sustainability of DLI programming; hence, the utilization of a Likert scale instrument in the study supported the collection of quantitative data that would provide key information on the leadership behaviors/ practices, internal and/or external support, and professional development and training necessary in leading quality sustainable DLI programs.

Qualitative Survey Questions

The qualitative questions utilized within the study included specific questions

aligned to Research Question 2, "What internal and/or external support and training are

needed for principals to sustain quality DLI programs," and Research Question 3, "How

do the internal and/or external support and training impact principals?" As previously

mentioned in Chapter 2, the consolidation of both the Getzels-Guba model and Fullan's

framework have guided the development and refinement of the research questions

embedded within the survey instrument. These questions aligned with the purpose of this

study, which was to explore the specific leadership behaviors and practices (Research

Question 1), the internal and external supports (Research Questions 2 and 3), and

professional development (Research Questions 1, 2, and 3) paramount for principals

leading and sustaining DLI programs. Figure 6 displays a devised matrix depicting the

three research questions and the alignment to the quantitative and qualitative questions

embedded within the research instrument.

Figure 6

Matrix: Growing Quality Sustainable DLI Programs

Question Topics	Research Instrument(s)
Leadership Behaviors & Practices (Research Question 1)	Quantitative Likert Scale Questions • Based on Dr. Fang's 4-point Likert survey • Aligned to Guiding Principles for Dual Language Programs (Howard et al., 2007)
Needed Internal and/or External support and training (Research Question 2)	Quantitative Likert Scale Questions • Based on Dr. Fang's 4-point Likert survey • Aligned to Guiding Principles for Dual Language Programs (Howard et al., 2007) Qualitative Survey • Open-ended questions • Aligned to the theoretical frameworks of Fullan and Getzels-Guba
Impacts of internal/external support and training on DLI principals	Qualitative Survey Questions • Open-ended questions • Aligned to the theoretical frameworks of Fullan and Getzels-Guba

As a result of using a convergent mixed methods design, an analysis of the two quantitative and qualitative data sources was conducted, which required the merging of results from the online survey instrument. According to Creswell and Creswell (2018), there were several ways to merge the results of the mixed methods survey instrument. The first option was to conduct a side-by-side comparison, which requires the reporting of the quantitative statistical results and then discussing the findings of the qualitative results. The findings from both reports either confirmed or disconfirmed the statistical results. The second option was to merge the data by changing/transforming qualitative themes into a quantitative database (this process was known as data transformation). A third option was to merge the two sets of survey questions and corresponding data into a table or graph, which has been referred to as a joint display of data. The purpose behind the development of a joint display was to showcase both sets of survey questions (quantitative and qualitative data) effectively merged within a visual representation.

Data Collection and Analysis

The designed quantitative and qualitative questions within the survey instrument were uploaded into a data analysis software program known as Qualtrics. Participants gained access to the online survey instrument within an allotted timeframe, which ensured alignment with the one-phrase convergent research approach. The survey instrument required participants to self-inform (self-report and report self-perception) their behaviors and practices for leading quality DLI programs. Although research has proven that self-reporting is the least reliable form for collecting data, there were some advantages to conducting self-administered data collection modalities. According to Fowler (2014), when participants do not have to share answers with an interviewer (or

focus group), this provides an opportunity to receive more valid (truthful) responses about sensitive topics during the collection of data. This particular study provided an opportunity to conduct an online self-reporting survey that potentially increased the speed of return/submission of responses. Subsequently, the use of the computer-assisted survey instrument demonstrated advantages in the cost of data collection and safety of keeping and accessing records, as well as allowing participants time to provide thoughtful/ meaningful responses.

This research study required the application of a Pearson chi-square test, as the categorical data collected is ordinal, which means the distance between the categories was unknown/uneven. The categorical data collected measured principals' frequency of implementation of the seven identified leadership behaviors and practices resulting in the growth and sustainability of DLI programs. The seven strands addressed were (a) program structure, (b) curriculum, (c) instruction, (d) assessment and accountability, € staff quality and professional development, (f) family and community, and (g) support and resources (Howard et al., 2018). While there are two types of chi-square tests (goodness of fit test and test of independence) used to test hypotheses with regard to the frequency of distributed categorical variables, this study relied on the goodness of fit test. The arguments for selecting this particular chi-square test were as follows:

1. This test provided a description of how responses were distributed between the distinctive groups of principals.

2. It determined whether the reported frequencies were equally matched or significantly diverse from the expected outcome.

3. There was a minimum of five surveys completed among the selected group of

participants.

4. The quantitative variables were converted into categorical variables through the separation of reported data within given intervals.

It is important to note that the test of independence was not deemed as an appropriate measurable instrument since participants fall within the same population/ demographics (they are all current principals of DLI programs within the state of North Carolina), The hypotheses for a chi-square goodness of fit test fall within two expectations: (a) expectation of equal proportions or (b) expectation of different proportions. For the purpose of this study, the hypothesis was based on the expectation of equal proportions. In order to perform the chi-square test, a table needed to be created to display the reported and expected frequencies. Then, the calculation of the chi-square value from the reported/expected frequencies was utilized in the chi-square formula. Utilizing the statistical software (online chi-square calculator), the critical chi-square value needed to be found. Next, the chi-square value was compared to the critical value to determine which was considered larger. Lastly, a decision was made regarding the hypothesis. Either the findings were accepted, which concluded that the data met the established outcome/expectation of the hypothesis, or the null hypothesis was rejected, which concluded that the data were significantly different from the expected outcomes.

Threats to Validity

As a researcher, it was challenging to obtain objective truth when collecting qualitative survey data. One way to ensure credibility/validity was to cross-reference and triangulate the data. According to Merriam (2009), gathering multiple sources of data and utilizing multiple theories to confirm/disconfirm findings are practices for triangulation.

Triangulation of data allows researchers to use various types, sources, frameworks, and collection methods to ensure reliability (Blackwell, 2020). As the researcher of this study, it was important to identify potential threats to the internal and external validity of this mixed methods design as a means of minimizing the threats and/or avoiding them altogether.

Creswell and Creswell (2018) explained that external threats to validity tend to occur when inferences are inaccurately drawn from sample data to other subjects, settings, and situations. Another threat to validity transpires when the researcher makes statistical assumptions leading to violations, incorrectly uses definitions, and/or inadequately measures variables. As a means of minimizing these external threats, the study was conducted in varying settings to see if the same results were achieved. The utilization of a computerized software program was not only effective in storing collected data, but it also assisted efforts in gathering data at a faster rate, which supported the interrelated coding of the qualitative and quantitative results.

Research has also shown that internal threats are related to the experimental procedures, treatments, or experiences of participating subjects that can threaten the ability to draw correct inferences from the data collected within the study. One posed threat to this study was the potential for participants to communicate with each other, which could assuredly influence other participants' responses/scoring outcomes. This was not a factor in this study, as the names of the participants within this study were not disclosed and the method of data collection was done anonymously. An additional internal threat to the study could be the length of time the study was conducted. Since this distinctive study followed a convergent mixed methods design, the participants

participated in a one-phase data collection approach; hence, this design/approach minimized the amount of time taken to collect/receive data.

Ethical Procedures

Due to previous and/or current rapport with participants outside of researcher capacity, the most appropriate approach to collecting and analyzing quantitative and qualitative data was through the utilization of Qualtrics online software, as subjects within the study would not be identified based on the anonymity implications. This approach helped to ensure confidentiality and maintained ethical practices. An additional approach to ensuring the protection of the participants was the process of obtaining formal IRB approval prior to collecting data and analyzing data sources. As the researcher, it was my responsibility to protect the subjects from harm and protect any collected confidential content. This included the practice of having participants complete a consent form granting permission to keep the information anonymous. As mentioned in a previous selection of this chapter, both quantitative and qualitative questions within a survey instrument did not collect information that identified the subject's name, school's name, and any other identifying information, as both research measures were collected anonymously through an online software program.

Both the close-ended (quantitative) and open-ended (qualitative) data within the collected survey were accessed, collected, and analyzed within the Qualtrics software. The data sources were contained within the online platform as well as saved on a backup external hard drive, which was only dedicated to this research study.

Summary

This chapter focused on the research methodology, review of the selected research

design, selection of participants and setting, overview of the survey instrument and measures, as well as the data collection and analysis practices. This mixed methods study aimed to add to the body of knowledge as the findings seek to fill the existing gaps in the specific leadership behaviors and practices necessary for program preparation, the internal and external supports, and professional development that has been prevalent for principals leading and maintaining successful quality and sustainable DLI programs.

Chapter 4 further discusses the convergence of evidence that led to the finding and recommendations. These results guided the development of a professional growth plan for building and vitalizing a principal's capacity in leading a sustainable quality DLI program. Secondly, a list of recommended dispositional (task-relationship behaviors) best practices was developed and shared as a means of further strengthening a principal's ability to lead and maintain such programs. These two deliverables are expected to add to the existing body of knowledge, specifically on how leaders can grow sustainable quality DLI programs.

Chapter 4: Results

Overview

The significance of this study was to explore specific leadership behaviors and/or practices necessary for program preparation as well as the internal and/or external support and professional development that are paramount for principals to lead and maintain successful and stainable DLI programs. Additionally, the study was designed to help identify key factors (or components) in supporting DLI program sustainability and provided guidance on how to address such factors. The present study is important for several reasons. Principals play a considerable role in creating conditions for initiating effective instructional practices and ensuring the improvement of student learning outcomes and achievement within a school building. Successful DLI programs adjure the fundamental preparation, support, and leadership of the school leader; therefore, careful examination of specific leadership behaviors/practices, internal and/or external support, and professional development training is essential for principals of these programs to implement, lead, and maintain successful and sustainable DLI programs. Moreover, this designed study guided the development of a professional growth plan as a means of building a principal's capacity to lead a quality sustainable DLI program. Subsequently, a recommendation list of dispositional (task and relationship behaviors) best practices was developed as a means of further strengthening a principal's ability to lead and maintain sustainable immersion programs. As a result, these two deliverables are expected to add to the existing body of knowledge, specifically on how leaders can grow sustainable quality DLI programs. Furthermore, it also serves to potentially inform future policy and most importantly expand the body of knowledge that already exists and/or potentially

fills any gaps in research.

This chapter addresses the convergent mixed methods study intended to provide a comprehensive analysis of the following three research questions:

1. What specific leadership behaviors and/or practices should principals possess in sustaining DLI programs?

2. What internal and/or external support and training are needed for principals to sustain quality DLI programs?

3. How do the internal and/or external support and training impact principals?

Additionally, this chapter further discusses the key findings/results of the study, the sampling of participants, and the analysis and organization of data that led to the conclusions and outcomes of this mixed methods study.

Methodology

A mixed methods research approach incorporating both quantitative and qualitative data had been integrated into a convergent (one-phase) analysis design, which required merging, explaining, and embedding the results within a larger context or framework. Both the quantitative (Likert scale multiple choice) and qualitative (open-ended) questions within one online instrument were entered into Qualtrics, a digital data analysis software. The results were merged to interpret the accumulated data to compare and confirm/disconfirm the leadership behaviors/practices, the internal and external support, and the professional development necessary to grow sustainable DLI programs.

The quantitative data collected within this study were derived from a series of Likert scale survey questions that addressed the strands highlighted in the *Guiding Principles of DLI Toolkit* (Howard et al., 2018). The 4-point scale embedded within the

online survey measured principals' frequency of evidence-based DLI practices.

In regard to the collection of qualitative data, several considerations needed to be made. Due to the probability of participants communicating with one another during the participation of the study, it was deemed as an internal threat to conduct focus group interviews. In particular, the conversations held within this type of qualitative research approach could indisputably influence other participants' responses outcomes. As a result of the previous and/or current rapport with the participants outside of the researcher's capacity, it was an ethical practice to not conduct interviews. Consequently, the most appropriate approach to collecting qualitative data was through the employment of open-ended questions within the Qualtrics online software as participants' identities could not be determined based on the study's anonymity implications. Overall, the quantitative and qualitative data collected provided an opportunity for current and/or former DLI principals to consider and share their self-perceptions of the behaviors/practices necessary for program preparation, internal and/or external support, and professional development required to lead and maintain successful quality sustainable DLI programs.

Study Participants

Three school districts located within two of the three regions of North Carolina, the Piedmont and Coastal Plains, were contacted for study approval. These three districts were selected as they provided purposive sampling as there were 13 DLI principals leading DLI programs who would be able to offer relevant information aligned to the given research study. The accessible population served as a benefit to the findings of the research study. In turn, the population of the study will be provided a report of findings to serve as a tool to strengthen practices and areas of improvement; hence, the population

may be affected by the study. All three districts sought to take part in this research study based on the approval of principals' participation, which allocated the distribution of the mixed methods online survey sent via email. The email was generated to share consent of participation information as well as share the embedded Qualtrics DLI principal survey instrument. The principals who agreed to participate in the research study completed the electronic survey, which was anticipated to take 35 to 40 minutes to complete. The survey was available to the participating DLI principals for approximately 8 to 10 weeks due to the districts' approval processes and specifications of communication methods.

It is important to note that each of the three school districts connected to the accessible population of DLI principals has an existing partnership with an external company that provides support with (a) international (native Spanish-speaking and Mandarin-speaking) teacher candidates, and (b) training services and other program supports. The outsourced partnership has provided opportunities for collaboration and/or networking opportunities; therefore, participating DLI principals had the opportunity to take the survey and pass it to others within the targeted population. DLI principals represent a small population of school leaders within a given district; therefore, sharing the link with others increases the sampling, which creates a "snowball effect." This approach is typically utilized when the characteristics of a given sample are very rare or low (Fricker, 2008). The total number of responses received from the Qualtrics online survey was 10.

Tracking of Data

The 50-question Qualtrics (online) survey instrument contained a combination of 40 Likert scale multiple-choice (quantitative) questions and 10 (qualitative) open-ended

questions. After the close of the survey timeframe, the results embedded within the digital platform were extracted through the generation of a Word document report. As a means of ensuring an in-depth analysis of both sets of data, three various graphic organizers were developed. First, a graphic organizer was created to provide a visual representation of the acquired quantitative Likert scare survey results. Secondly, an additional graphic organizer was produced to exhibit the key topics inherent within the three research questions (Research Questions 1, 2, and 3). Some of the posed survey questions and/or responses overlapped in regard to the three key topics, hence two additional categories were added to the graphic organizer to reflect the situation. Once the qualitative data were analyzed and themes were attained, the development of the qualitative table provided an opportunity to capture the identified themes among the five categories aligned to the three research questions, which guided the inquiry of the study. Lastly, the generation of the joint display table provided a visual representation of how both the quantitative and qualitative reported data were effectively merged as well as showcased the obtained findings of the study. The details on the triangulation of data, themes analysis processes, and associated figures are further introduced and discussed in the latter sections of this chapter.

Key Findings: Analysis of Quantitative and Qualitative Data

A convergent mixed methods design was utilized to conduct this study as a means of providing a comprehensive analysis of the three research questions. The one-phase approach provided an opportunity to capture both quantitative and qualitative data, which were analyzed separately but then merged as a means of interpreting the data to compare as well as confirm/disconfirm each other. The sections that follow present the study's

findings organized by themes conveyed from the data.

Quantitative Reported Data

The quantitative data utilized within this study were a series of Likert scale survey questions administered to principals currently and/or formerly leading DLI programs (see Appendix C). The 4-point Likert scale survey measured principals' frequency of evidence-based DLI practices identified among seven strands highlighted within the *Guiding Principles of DLI Toolkit* (Howard et al., 2018). The four scales embedded within the study were as follows: (1) rarely (0%-29%); (2) partially (30%-58%); (3) frequently (59%-79%); (4) routinely (80%-100%). These frequency scales were shared at the start of the quantitative survey with participants, who were encouraged to select the responses that best described the DLI program at their designated site. The seven strands addressed within the *Guiding Principles of DLI Toolkit* are (a) assessment and accountability, (b) curriculum, (c) instruction, (d) staff quality and professional development, (e) program structure, (f) family and community, and (g) support and resources. Each strand incorporates guiding principles (key topics) within these overarching themes that assist program evaluators with determining the strengths, engagement/frequency, challenges, and areas of improvement(s). Although this available resource toolkit contains approximately 96 questions, only 40 questions were utilized as they aligned with the three research questions, which focused specifically on leadership behaviors and practices (Research Question 1), the needed internal and/or external support and training (Research Question 2), as well as the impacts of the internal/external support and training (Research Question 3) that successfully lead to quality sustainable DLI programs. A visual representation was generated to depict the collected self-reported

40-question Likert scale quantitative survey data (see Appendix D).

Assessment and Accountability

A combination of nine Likert-scale questions was embodied within this section of the quantitative survey instrument. Three of the nine questions (Questions 1, 2, and 3) focused particularly on the DLI program infrastructure that promotes an accountability process (Principle 1). The following findings were obtained through principals' self-reported responses:

- 80% of DLI principals (60% frequently; 20% routinely) have created as well as maintained infrastructures that require the development and integration of assessment and accountability action plans into the program, curriculum planning, and/or professional development.

- 70% of DLI principals (30% frequently; 40% routinely) have developed data-tracking management systems for reviewing student performance, progress, and outcomes over time.

- 60% of DLI principals (50% frequently;10% routinely) provide staff with continual professional development learning opportunities in assessment and accountability. Based on the responses received, this is an area that should further be addressed and strengthened.

Three of the six remaining questions (Questions 4, 5, and 6) involved the consideration of student assessments and their alignment to language and content standards governed by the state, specific program goals, as well as instructional and programming evaluation tools (Principle 2). The following information was retrieved:

- 70% of principals reported that their DLI programs are frequently (40%) or

routinely (30%) engaged in ongoing evaluations. Although it was self-reported that ongoing evaluation practices were occurring with the DLI programs, it should be considered as an area for improvement. It should be noted that 30% of participants reported partial (30-58%) frequency of this practice.

- 80% of principals (20% frequently; 60% routinely) confirmed that student assessments have been aligned with classroom expectations, bilingual education goals, as well as state standards.

- 80% of principals (40% frequently; 40% routinely) disclosed that the assessment results are integrated into planning practices related to instructional pedagogy and curriculum lessons.

One question (Question 7) addressed the way data have been analyzed and interpreted to ensure program accountability and improvement (Principle 4). The responses gained from participants highlighted the following practices:

- 50% of DLI principals reported that achievement data had been frequently disaggregated per student and program variables, such as student's home language, grade level, background, designated program, etc.

- 50% of the remaining DLI principals reported that these practices had been partially implemented.

The remaining two of the nine questions (Questions 8 and 9) centered on the program communication practices among appropriate stakeholders regarding program outcomes (Principle 6). The findings were as follows:

- 60% of DLI principals frequently or routinely (40% frequently; 20%

routinely) communicated data publicly in transparent ways that avoided misinterpretations. In contrast, 40% of DLI principals partially communicated data publicly.

- 70% of participants reported that data have been frequently or routinely communicated to stakeholders. Approximately, 30% of participants indicated that communication on program outcomes/data partially occurs with stakeholders.

Based on the data collected for Strand 1 (Assessment & Accountability), all DLI principals have intentionally ensured the practice of aligning student assessments with language and content standards and the incorporation of program goals. Subsequently, the designed assessments are expected to be used for program and instructional evaluations to ensure student academic success (Principle 2). The frequency data indicated that 70%-80% of principals frequently or routinely observed this practice embedded within their immersion program. Another strength noted within this strand was associated with the practice of creating and maintaining an infrastructure that supports an accountability process (Principle 1); however, the majority of responses fell within the frequency category (59%-79%) within this guiding principle for all three questions (Questions 1, 2, and 3). Lastly, the data imply that all DLI principals have processes in place to encourage data analysis and practices that help inform program improvement and accountability as well as inform stakeholders about program outcomes.

In summary, the data imply that participants within this study have indicated strengths in regard to accountability infrastructures, assessment alignment and data analysis practices for program instruction and evaluation, as well as communication of

program outcomes. Additionally, the data suggest that the DLI programs represented within this study would benefit from the increase in frequency (the amount of time spent) on the way data have been analyzed and interpreted (Principle 4) as well as the communication practices with stakeholders (Principle 6), which currently reflect partially (30%-58%) and frequently (59%-79%) implemented practices. Increasing the practices of disaggregated data by student and program variable and communicating data publicly in a manner that prevents misinterpretation to frequently (59%-79%) and routinely (80%-100%) would further strengthen the principals' leadership behaviors/practices as well as the programs' assessment and accountability immersion practices.

Curriculum

Curriculum was one of the seven differentiated strands addressed within the *Guiding Principles for Dual Language Evaluation Toolkit*; however, this strand was not incorporated within the online Qualtrics survey as the population sought out for this study consisted of 13 elementary-level DLI principals among three school districts contained in the Piedmont and Coastal Plains region. All three districts have selected and implemented a recommended curriculum that promotes bilingual, biliterate, and multicultural competencies for pupils participating in DLI programs. The school districts that have granted permission to conduct this research study have an existing partnership with an external (outsources) company. The support provided through this partnership included the recommendation of a research-based Spanish curriculum, hence placing focus and/or efforts on this strand was deemed unnecessary.

Instruction

A total of seven questions were posed within this strand. Five of those seven

questions (Questions 10-14) concentrated on the research-based instructional methods that support the development of bilingualism and biliteracy among students within DLI programs (Principle 1). The following insights were gained:

- 90% of DLI principals confirmed that teachers use a variety of metalinguistic awareness and metacognitive skills (70% routinely; 20% frequently).

- 80% of the received responses indicated that the designated curriculum and program model were precisely implemented in the classroom (60% routinely; 20% frequently).

- 80% of DLI principals reported that academic content instruction has been provided in two target languages (50% routinely; 30% frequently).

- 70% of these school-based leaders affirmed that instruction incorporated appropriate separation of languages according to program design (routinely 40% and partially 30%). The remaining responses stated that this practice was partially (30%-58%) infused within the DLI classrooms.

- 70% of participants reinforced the routine practice of providing explicit language arts instruction in both program languages. The remaining 30% of participants identified this practice as rarely (0-29%) and partially (30-58%) implemented within the program (10% rarely; 20% partially).

The two additional questions (Questions 15 and 16) within the instructional strand were devoted to the instructional strategies that specifically meet DLI program goals (bilingualism, biliteracy, and academic achievement). The findings stated,

- The data strongly confirmed that DLI teachers integrate both content and language instruction within the immersion classrooms (60% routinely; 40%

frequently).

- 40% of results indicated that instruction is frequently geared toward the needs

  of both primary and second language learners during the integrated content

  lessons and learning experiences. The remaining results were evenly disbursed

  (20%) across the remaining frequency scale.

Overall, the data concluded that the instructional methods and strategies

incorporated within the DLI programs ensure and enhance the development of

bilingualism, biliteracy, and academic achievement for participating students. Based on

the reported data, the one area that should be considered for improvement within the

instruction strand are the practices tailored in meeting the needs of both primary and

secondary language learners. This topic/practice can be further addressed through

professional development opportunities, which will lead to improved practices.

Staff Quality and Professional Development

An immixture of 12 questions were ingrained within strand 4, Staff Quality and

Professional Development, which covered four guiding principles. Four of the nine

questions (Questions 17, 18, 19, and 20) covered recruitment and retainment of highly

qualified dual language staff (Principle 1). The acquired responses indicated the

following:

- 80% of DLI administrators (20% frequently; 60% routinely) have existing

  recruiting plans for staffing their DLI programs. Surprisingly, 20% stated that

  the existence of recruiting plans falls within the rarely frequency scale.

- 70% of the recorded responses highlighted the consideration practice of

  keeping credential and language proficiency at the forefront during the

selection of new support staff (whether or not personnel have been hired for instructional and/or administrative purposes). It was noted that 30% (10% rarely; 20% partially) did not consistently keep the credential and language proficiency program goals in mind when recruiting and/or retaining dual language staff.

- DLI principals strongly responded to the question addressing the support DLI staff members receive (Question 19). Half (50%) of the participants identified with the routinely frequency scale, while the other half of respondents (30% partially; 20% frequently) associated with the partially and frequently scales.

- 40% of participants (10% rarely and 30% partially) signified that staff evaluations have been performed by personnel who are unfamiliar with dual language and/or bilingual education. The remaining 60% (20% frequently; 40% routinely) of responses alluded that personnel on staff were familiar with dual or bilingual language educational practices that supported their evaluation processes.

The subsequent three questions (Questions 21, 22, and 23) pertained to implications of a quality professional development plan for DLI programming (Principle 2). The following information was gathered:

- 70% of the responses demonstrated principals' practice (50% frequently; 20% routinely) of intermingling long-term professional development plans that are inclusive, focused, and intensive. The remaining 30% (10% rarely; 20% partially) did not consistently incorporate long-range professional development plans focused on DLI programming.

- 70% of principals reported that they frequently have action plans for professional development, which are based on needs. Action plans based on individual staff needs are aligned with specific program plans. The residual responses indicated that 30% (10% rarely; 20% partially) of leaders do not frequently or routinely have this practice in place.

- 70% of these school-based leaders (60% frequently; 10% routinely) have ensured that professional development is aligned with competencies needed to meet dual language program standards, while 30% (10% rarely; 20% partially) have not consistently aligned professional development with program competencies/standards.

The third guiding principle addressed two questions (Questions 24 and 25) that clarified DLI principals' practices on the adequate resource support provided for professional development. The collected set of data showed the following:

- 70% of the participants conveyed (30% partially; 40% frequently) that time has been allocated for professional development; 30% routinely advised that they routinely embed time for professional development.

- 80% responded (50% partially; 30% frequently) that adequate human resources have been designated for professional development opportunities. The remaining 20% of responses were evenly split (10% rarely; 10% routinely) across the two spectrums on their adequate or inadequate human resource support for professional development.

The final guiding principle (Principle 4) within Strand 4, displayed the most sporadic data, which delineated the following:

- 70% of DLI principals indicated that their programs rarely collaborate with teachers and whole-staff training programs offered or hosted by local universities. Although no program routinely collaborates with local universities, 30% (20% partially; 10% frequently) of school leaders pointed out that opportunities for collaboration exist.

- 50% of DLI program staff (30% frequently; 20% routinely) have partnered with professional organizations, whereas 50% (40% rarely; 10% partially) are least likely to have developed and/or consistently maintain partnerships with professional organizations.

- 60% of program staff (rarely 10%; partially 50%) inconsistently partake in networking opportunities with staff or personnel from other programs; 40% of DLI principals signalized the opportunities provided to program staff (30% frequently; 10% routinely) in the participation of networking experiences.

In the final analysis of the strand, Staff Quality and Professional Development, DLI leaders demonstrated their strengths in recruiting and retaining high-quality dual language staff (Principle 1). However, as a result of the 30%-40% of the response rates for the posed four questions within the rarely and partially frequency scales under Principle 1, the incorporation of professional development training on the best practices and/or processes aligned with the (a) hiring practices for instructional and/or administrative support staff who have a strong understanding of program goals/outcomes (specifically knowing language proficiency and program credentials); (b) evaluation processes to better equip personnel on DLI program guiding practices; (c) development, implementation, and monitoring of recruitment plans; and € the various support necessary

for supporting and retaining high-quality dual language programs. The data also concluded that 30% of principals do not frequently or routinely have professional development plans that are (a) long-term, inclusive, focused, and intensive; (b) needs-based and/or aligned to the program plan; and (c) aligned to the language program competencies/standards. Due to the repetitive 30% scale score reported within Principle 2, this should be an area for improvement consideration. Two additional areas of improvement considerations fell within adequate resource support (Principle 3) and opportunities to collaborate with other groups/institutions (Principle 4), which would ensure appropriate support for professional development and staff quality. As a means of strengthening these guiding principles, the concretization of professional development opportunities and networking learning experiences should be highly contemplated.

Program Structure

An interfusion of 10 questions were posed within Strand 5, Program Structure, of the Likert scale survey. Guiding Principle 1 contained a single question (Question 29), which asked participants to self-report their frequency of having a coordinated plan for ensuring the promotion of bilingualism and biliteracy among their DLI programs. The data concluded that 70% of the programs frequently (30%) or routinely (40%) have a coordinated plan to meet the two program goals. In contrast, some leaders reported inconsistency (10% rarely; 20% partially) with the implementation of a coordinated plan.

Two of the 10 questions (Questions 30 and 31) referenced the programs' assurance of equity for all groups of students (Principle 2).

- Principals' responses were evenly distributed (30%) among the partially, frequently, and routinely frequency scale scores for the promotion of additive

bilingualism. Only 10% reported that their program did not promote this

program structure.

- 60% of the responses collected denoted that their DLI program has partially

    worked towards a whole-school program model; 30% of school leaders

    indicated that they have frequently or routinely worked towards a whole-

    school model as a means of ensuring equity. Only 10% of the participants

    alluded to an infrequent approach toward a whole-school program model.

One question (Question 32) posed to the group focused on the self-reliance of

their leadership for the program (Principle 3). Nine of the 10 participants provided a

response to the given question. As a result, four principals rated themselves partially, two

rated themselves frequently, and three rated themselves routinely when making day-to-

day decisions and aligning such decisions to the program vision, mission, and

communication among stakeholders.

The 80ubsequentt four questions (Questions 33, 34, 35, and 36) within Principle 4

addressed the programs' alignment to a well-defined, inclusive, and defensible process

for the selection and refinement of a DLI model design. The following information was

captured:

- 60% of respondents indicated that they had acceptable resources and

    appropriate time allotted to their established program planning processes

    (40% frequently; 20% routinely); 40% of the respondents reported partially

    planned processes for their programs.

- Additionally, 60% have frequently (50%) or routinely (10%) included all

    stakeholders within their planning processes, while 40% partially include

stakeholders.

- 70% of DLI principals stated (10% frequently; 60% routinely) that their
  program met the needs of their DLI student population; 30% of them referred
  to the partially frequency scale.

- 80% of the DLI leaders confirmed (10% frequently; 70% routinely) that their
  selected program model is aligned with program ideology, vision, and
  outcomes. The leftover 20% shared their program's partially alignment
  between the program design and goals/outcomes.

The final two questions (Questions 37 and 38) within Strand 5, concentrated on
the existing processes for continuous and sustainable planning, implementation, and
evaluation of DLI programming (Principle 5). The gathered data provided the following
information:

- 70% of DLI administrators have adaptable programs (20% frequently; 50%
  routinely), while 30% (10% rarely & 20% partially) confirmed that their
  programs are partially adaptable.

- 70% of leaders have programs that are articulated within and across grades.
  The remaining 30% are partially articulated within school buildings.

In summary, the data retrieved demonstrated strong program structures as all
responses for the 10 posed questions among the five guiding principles ranged in the 0%-
10% within the rarely frequency scale score; hence, the program practices that support
and guide the achievement of DLI goals (such as additive bilingualism, biliteracy, and
cross-cultural competence, and grade-level academic expectations) were either partially,
frequently, or routinely implemented. A specific strength noted within this particular

strand was connected to the selection and refinement of the DLI program model design.

All participants identified with partially, frequently, or routinely application for sufficient

planning processes, effective model design selection that met the needs of its population,

and appropriate alignment to program goals and outcomes. In regard to areas of

improvement, the information derived from Strand 5 alluded to the need for professional

development on the strategies/practices that support schools' transition from a program

strand to a whole-school program that routinely reflects bilingualism and

multiculturalism. Concurrently, additional support and training on effective processes for

sustaining the planning, implementation, and evaluation of DLI programming will further

strengthen the already existing bilingual education institutions.

Family and Community Involvement

Family and Community Involvement was another strand addressed within the

Guiding Principles for Dual Language Evaluation Toolkit that was not integrated into the

online Qualtrics survey. As previously mentioned, the existing outsourced partnership

promotes the development of specific program infrastructures and the implementation of

student/family recruitment practices. Due to the existing support in this area,

intermingling distinctive survey questions on this strand would not be relevant to the

outcome of the study. Family and community involvement practices have also been

addressed in questions posed in other strands (more specifically referenced as

stakeholders).

Support and Resources

Two questions (Questions 39 and 40) were embedded within the support and

resources strand, as the individual questions focused on the administrators' and staff's

knowledge of the program, support of its goals/mission, as well as the principal's

leadership of its established program (Principle 1). The two additional principles (2 and

3) did not align with this study, the research questions, or the theoretical framework;

hence, the exclusion of such inquiries led to the reduction of survey questions compared

to any of the other strands, which ranged from seven to 12 questions. The information

gathered on program support by administrators, DLI teachers, and school staff indicated

the following:

- 60% of the respondents reported that they are knowledgeable and supportive

  and offer leadership and guidance for their designated program. The

  remaining 40% of participants identified with partially (30%) and frequently

  (10%) rating scores on the support and leadership provided by administrators.

- The given responses to the question centered on the teachers and staff being

  knowledgeable, supportive, and providing leadership for the program were

  evenly split; 50% of DLI principals found this practice to occur rarely (10%)

  or partially (40%), whereas 50% reported that this practice occurs frequently

  (10%) or routinely (40%).

The evidence-based DLI practices addressed under the first principle of Support

and Resources concentrate on the administrators' and staff's knowledge of the program,

support of its goals/mission, as well as the principal's leadership of its established

bilingual education program. As previously discussed in Chapter 2, the school-based

leader serves as a program advocate. Principals need to be knowledgeable about the DLI

program structures, program benefits, which include bilingual brain research, academic

and social achievements, as well as the specific supports and resources required in

meeting the established program goals (bilingualism, biliteracy, biculturalism, and student achievement). The 10 participants' self-reported responses provide insight into their knowledge level of the program. The reported 30% partially data can be associated with years of service in the role of principal within the DLI program, lack of preparation, and/or insufficient professional development provided when implementing a new DLI program and/or transitioning a principal into the new DLI leadership role within an existing program. In regard to the staff/teachers' knowledge of the program, support of its goals/mission, as well as the principal's leadership, the data represented an even split.

In conclusion, the data collected within the strand, Support and Resources, has led to the indication of professional development training, implementation of varying learning experiences, and incorporation of networking opportunities as a means of strengthening the knowledge and support of the program. The support and resources are influenced by school leadership; hence, strong knowledge and needs of the program will result in a raised level of academic achievement and language proficiency, which are aligned with the program goals.

Qualitative Analysis and Reported Data

The qualitative questions embedded within this study are aligned with the three research questions, which focused on the following key topics: leadership behaviors and practices (Research Question 1), the needed internal and/or external support and training (Research Question 2), as well as the impacts of the internal/external support and training (Research Question 3) that successfully lead to quality sustainable DLI programs. Within this section of the mixed methods survey, DLI principals were informed that the open-ended questions (see Appendix E) had been purposefully utilized to offer opportunities to

extend their experiences as well as expand their views on the behaviors, practices, preparation, internal and/or external supports, and professional development that is considered paramount to growing a quality sustainable DLI program. Participants were encouraged to write as much as they needed to clearly describe their opinions and/or views on the presented topics.

Prior to completing the qualitative section of the research study, DLI principals were given a few concepts/terms to be considered as a means of better understanding the appropriate context for each given question. Figure 7 captures these concepts/terms and corresponding definitions, which served as a reference for participants.

Figure 7

Key Concepts/Terms for the Qualitative (Open-Ended) Survey Questions

DLI Concept/Term	Defined for appropriate context
Internal supports	Refers to the infrastructures & resources afforded <u>to a principal/school</u>, which has been provided by the designated school district.
External supports	Refers to the individuals or collective group that supports the DLI <u>outside</u> of the school and/or district personnel.
Sustainability	Refers to the ability of growing and retaining a solid foundational (coherent) DLI program. Hence, these programs contain (1) a growing and/or stable student enrollment as well as (2) stable faculty.
Quality Sustainable Programs	DLI programs that consist of (1) stable faculty, (2) stable and/or growing student enrollment, as well as (3) student achievement at or above their peers.

The development and refinement of the 10 open-ended qualitative research

questions integrated within the survey instrument were guided by the consolidation of

both the Getzels-Guba model and Fullan's framework. Correspondingly, these questions

supported the purpose of this research study, which has been to confirm or disconfirm the

leadership behaviors/practices, internal and external support, and professional

development that are eminent in growing sustainable DLI programs. The qualitative

questions required participants to self-inform (self-report and report self-perception) the

behaviors and practices imperative for leading quality sustainable DLI programs. The

graphic organizer (see Figure 8) exhibits the key topics ingrained within the three

research questions that led the inquiry of the study, which have been identified as

Research Questions 1, 2, and 3. Equivalently, it categorized the open-ended questions

under the correlated key topics embedded within the three research questions. It is

important to note that some research questions and/or responses overlapped in regard to

these three key topics; hence, two additional categories were added to the graphic

organizer to reflect these circumstances. One of the added categories combined both

leadership behaviors/practices and impacts of support/training (Research Questions 1 and

3), which addressed one of the 10 open-ended survey questions. The fifth and final

category presented within the graphic organizer addressed the internal and/or external

supports as well as their impact (Research Questions 2 and 3), which included three of

the 10 designated open-ended questions.

Figure 8

Qualitative Open-Ended Questions and the Alignment to Research Questions

Leadership Behaviors/Practices (Research Question 1)	Internal and/or External Support (Research Question 2)	Impacts of support & trainings (Research Question 3)
Q42- What do you feel are the leadership behaviors and/or practices you possess that have been most beneficial in growing a sustainable DLI program?	**41**- From your perspective, what makes a successful quality sustainable DLI program? **Q46**- What internal supports are in place to help you grow quality sustainable DLI programs? **Q47**- What external supports are in place to help you grow quality sustainable DLI programs?	**Q45**- Which DLI topics do you wish you had known about and/or received when you first became a principal of a school with a DLI program? **Q49**- From your perspective, how long does it take (or has taken) to obtain DLI program sustainability?

Leadership Behaviors/Practices & Impacts of support and trainings (Research Questions 1 and 3)	Internal and/or External Supports and the impacts (Research Questions 2 and 3)	
Q50 -From a timeline approach, how would you break down the experiences/training required in achieving DLI program sustainability?	**Q43**- Describe the various kinds of support you and your school receive to assist efforts in growing and sustaining the DLI program. **Q44**- What kind of preparation and/or training have you received as an administrator/principal to plan, implement, and/or sustain a DLI program? **Q48**- What additional internal and/or external support would you like to receive as a means of assisting efforts in growing a quality sustainable DLI program?	

As the graphic organizer depicts, there was one question that focused specifically

on leadership behaviors and/or practices, while an additional question focused on this

topic in conjunction with the impacts of support and training (Research Questions 1 and

3). One of the two questions (Question 42) required principals to self-report the behaviors and/or practices possessed that have been most beneficial in growing sustainable DLI programs. After analyzing principals' responses on this particular question, the following common themes were identified: (a) regular meetings with DLI teaches as a means of targeting support needs, shared best practices, received feedback, and lessons learned; (b) strong connection to and belief in the success of the program; (c) continuous learning and keeping up with best practices/new research in the areas of language development, program goals, and seeking assistance from all areas when needed; (d) incorporation of the DLI program into a whole-school approach and seeking assistance from all areas when needed; (e) transparency and communication; (f) collaboration with other DLI schools and understanding the value of the language and being bilingual; (g) ensuring that everyone in the building feels valued and part of the DLI program; (h) relationships with DLI teachers; (i) organizational skills to structure schedules; (j) trusting in teachers and frequently requesting their input in decision-making processes; and (k) flexibility and willingness to make adjustments. The second open-ended question (Question 50) focused on leadership behavior/practices in conjunction with the impacts of support and training (Research Questions 1 and 3). Principals took time to break down the experiences/ training required to achieve DLI program sustainability from a timeline perspective. The overall responses suggested that implementation of a successful and sustainable DLI program requires (a) careful planning; (b) effective training; (c) stakeholder education; (d) ongoing support for at least 3 to 5 years; (e) pre-planning, hiring teachers, program messaging, and setting expectations; and (f) continued learning, observations, and understanding of the program. These shared self-accounted leadership behaviors/

practices and experiences were considered to be the most effective in achieving DLI

program sustainability.

In regard to the internal and/or external support (Research Question 2) imperative

to growing and sustaining quality DLI programs, three open-ended survey questions were

posed to participants. The first question posed to participants (Question 41) served as a

baseline for acquiring principals' perspectives on what makes a successful quality

sustainable DLI program. Based on the provided responses, the common themes for

successful quality sustainable DLI program are (a) ongoing and comprehensive support

for DLI teachers from all stakeholder groups, including administration, traditional staff,

DLI staff, parents, external staff/company members, and district staff; (b) well-trained

and effective teachers with supportive administration; (c) administrative, non-DLI

teacher, community, district-level, and organization support; (d) strong teacher and

constant communication; (e) fidelity to the program, including separation of the two

languages, consistency in speaking in the language subject being taught, and education of

parents on how DLI works; (f) partnership and education of parents on how DLI works;

(g) buy-in and support (personnel, resources, professional development) allocated

consistently to the program; (h) all staff in the building understand the value of DLI and

see themselves as an intrinsic part of the program and contribute to its success; (i) clear

vision for K-12 articulation; (j) equitable student recruitment that reflects the

demographics of the local population; (k) pipeline of high-quality, native Spanish-

speaking teachers; (l) support from the top down; and (m) hiring quality teachers. The

preceding two open-ended survey questions focused primarily on the internal supports

(Question 46) and external supports (Question 47) that are currently in place to support

their efforts in growing quality sustainable DLI programs. From the responses provided,

the common themes that emerged for the internal supports that assist efforts are as

follows:

- leadership vision and support from the district

- common planning practices and ensuring DLI classes are viewed as part of the

  school

- co-teachers and classroom libraries provided for new classrooms

- working with DLI teachers to help with assessments and data analysis

- district oversight and resources

- budget to purchase positions and/or resources

- great staff, instructional coaches, and bilingual front office staff

- buy-in from families

- regular meetings with district leadership

Based on the provided responses, the common themes for external support to help grow

quality sustainable DLI programs are

- ongoing coaching and support from Participate (external) staff

- support from district and partner (external) organizations

- outsourced program support

- national conferences and training

- support from program managers, including professional development,

  resources, teacher coaching, and administrative support

Overall, the themes suggested that successful DLI programs require strong

internal support, including leadership vision and support, resources and budget, and

collaborative planning practices. Additionally, partnerships with families and instructional coaches can be beneficial for sustaining quality DLI programs. Moreover, the responses suggest that external support is critical for the success and sustainability of DLI programs. Ongoing coaching and support, as well as access to resources and professional development, can help ensure that DLI programs continue to grow and improve. Additionally, partnerships with district and partner organizations can provide valuable support and resources for DLI programs.

When considering the impacts of support and training (Research Question 3) essential for current and future principals leading, growing, and sustaining DLI programs, two survey questions were incorporated into the qualitative portion of the survey. Based on the responses received (Question 45), these principals self-reported that new DLI principals would benefit from training and support in the following nine areas:

- conducting onboarding for new teachers to ensure they have all supports in place
- matriculation through high school
- support and buy-in from English or regular homeroom teachers
- ensuring DLI students are included in all grade-level activities;
- sustainability of the program
- logistical support and cultural training for new international teachers
- recognizing that professional development should be differentiated as it should not follow a "one-size-fits-all" approach
- ongoing student recruitment
- transitioning students from the DLI program from elementary to middle

school.

When principals were asked to self-report their perspectives on the time it takes to obtain DLI program sustainability, the following common themes surfaced:

1. It depends on the program, but commitment and focus from principals, teachers, and parents are important factors.

2. Matriculation across all grade levels is necessary for sustainability.

3. Five to 7 years is a common timeframe for sustainability.

4. At least 3 years is needed.

5. One complete K-5 cycle is proof of sustainability.

6. Five years is needed.

7. Each of the first 6 years was a learning opportunity, and once DLI was implemented in all grades, the foundation for sustainability was established.

In summary, the sustainability of DLI programs is dependent on various factors, including program implementation, commitment from stakeholders, and the amount of time needed for matriculation across all grade levels. Commonly, it takes at least 3 to 5 years to establish and maintain a sustainable DLI program.

The remaining three open-ended survey questions focused on the internal and/or external supports and their impact (Research Questions 2 and 3) and required participants to report self-perception on the various kinds of internal/external support, leadership preparation, and training that would result in supporting and assisting in the growth and sustainability of DLI programs. When considering the various kinds of support these DLI principals are currently receiving (Question 43), there were nine detected common themes obtained from the collected responses:

- coaching support from the district and Participate (external support)

- significant parental support through involvement in the classroom, curriculum, school events, and financial donations

- ongoing support from outside agencies that provide feedback to teachers and administrators

- support from partner organizations, district-level directors, and program specialists

- feedback from classroom walkthroughs, assessment feedback and implementation, assistance with personnel issues, and aligning the DLI pacing guide with state content standards

- district oversight, outsourced program assistance, and ongoing professional development

- additional allotments for teacher positions and materials in immersion language

- help with the candidate selection process, professional development, Grade level PLSs across the county, and a DLI coach

- support from Participate (external) in providing high-quality candidates, observing teachers and giving them feedback, and meeting with administration to review the program and help make improvements

As participants considered the kinds of preparation support and/or training received in their role as principal (Question 44), the following seven themes for ongoing training and professional development optimal in growing and sustaining DLI programs are

- regular and ongoing professional development to improve instructional

strategies

- inclusion of special education students in DLI programs

- metalinguistic awareness, cross-cultural awareness, and exploration of cultural diversity

- district and partner organization provided training sessions, webinars, workshops, and support

- attendance at national conferences and training events such as NABE, La Cosecha, and Center for Applied Linguistics training

- ongoing training and support from Participate (external partner/support) and district leadership

- site visits to other schools and networking with other administrators

Based on the responses received from participants on the additional internal and/or external supports that would be beneficial for continuing their efforts in growing quality sustainable DLI programs (Question 48), the common themes gained were

- additional funding for resources and personnel, such as bilingual teacher assistants, on an ongoing basis

- support for intervention processes to assist struggling students and their parents

- time to conceptualize long-term planning for student success and a continuum of grade and language expectations

- tiered professional development to ensure all staff have the same knowledge base

- more internal knowledge, awareness, and support at the district level around

DLI specifics such as professional development, assessment, coaching, and
vertical planning

- more support for the English component of the program, beginning in second
grade

The collective responses for the three open-ended survey questions that addressed
the internal and/or external support and its impacts (Research Questions 2 and 3)
suggested that ongoing training and professional development are critical for the success
and sustainability of DLI programs. Regular training can help improve instructional
strategies and ensure that all students, including special education students, are included
in the program. Additionally, training can help promote metalinguistic and cross-cultural
awareness and exploration of cultural diversity. Training provided by the district and the
partner organization, attendance at national conferences, ongoing support from
Participate Learning (an external partner repeatedly referenced within responses), and
district leadership can all help ensure the success and sustainability of DLI programs.
Moreover, participants' responses indicate that additional support is needed to help
sustain and improve DLI programs. Funding for resources and personnel, support for
struggling students and their parents, and opportunities for professional development are
all important areas for program growth, support, and sustainability. Additionally,
increasing internal knowledge and support around DLI specifics and the English
component of the bilingual education program can help ensure the success and
sustainability of DLI programs.

As a means of summing up the attained qualitative data, a graphic organizer (see
Figure 9) had been generated to effectively capture the associated themes gathered from

each key concept embedded within the given research questions. Each of the five

categories (two of the five categories depict the overlapping survey questions and/or

responses) contains approximately six to nine themes, which were abstracted from DLI

principals' open-ended responses, which focused on their self-reporting behaviors,

practices, and/or experiences.

Figure 9

Recap of the Qualitative Results

Leadership Behaviors/Practices (Research Question 1)	Internal and/or External Support (Research Question 2)	Impacts of support & trainings (Research Question 3)
1. Routinely established meetings with DLI teachers • Targeted support • Shared best practices • Feedback 2. Strong connection/belief in program success 3. PD -Continuous learning and researched best practices • Language development • Program goals • Program integration & assistance 4. Transparency & Communication 5. Collaboration & Networking with other DLI schools 6. Relationship Capacity • Trust • Value • Flexibility 7. Organizational skills (structuring schedules)	1. Ongoing & comprehensive support for: • DLI teachers/staff • Stakeholder groups (including parents and district staff) • Administration • Traditional staff (non-DLI personnel) 2. Pipeline of well-trained & effective teachers and supportive administration 3. Organizational support (coaches, bilingual personnel, internal/outsourced support) 4. Partnership & Parent Education 5. Program buy-in and support 6. Budget for personnel, resources, and PD (local, state, and national) 7. Clear vision (K-12 articulation)	New Principals would benefit <u>from training & support with:</u> 1. New teacher onboarding 2. K-12 matriculation 3. Support & buy-in 4. Inclusivity 5. Program sustainability 6. Differentiated PD Impacts of support & <u>training:</u> 1. Matriculation 2. Sustainability timeline: 3-7 (at least three years needed) 3. Commitment & focus are important factors 4. Learning opportunities 5. Program implementation

	8. Equitable student recruitment 9. Common planning practices and routine meetings	
Leadership Behaviors/Practices & Impacts of support and trainings (Research Questions 1 and 3)	Internal and/or External Supports and the impacts (Research Questions 2 and 3)	

1. Careful planning
2. Effective training
3. Stakeholder education
4. Ongoing support (3-5 years)
5. Pre-planning, hiring teachers, program messaging, setting expectations
6. Continued learning, observations, and understanding of the program
	1. Internal & External Coaching support (district and external/outsourced partnership)
	  A. Feedback on classroom walkthroughs/observations
	  B. Assessment implementation & progress monitoring
	  C. Assistance with personnel issues
	  D. DLI practices and alignment to state content standards
	  E. District-wide grade-level PLC meetings for DLI teachers
	2. Significant parental support (school, community, and classroom involvement)
	3. Ongoing Professional Development (PD)
	  A. Program Review & Improvement Talks
	  B. Inclusion of special education students within DLI programs
	  C. Local, state, and national conferences/training events
	  D. Metalinguistic awareness, cross-cultural awareness, and exploration of cultural diversity
	  E. Vertical, coaching, and assessment planning practices
	  F. Language development, acquisition, and proficiency
	4. Funding (DLI teacher allotments, materials, and resources)
	5. District oversight (vision/mission/expectations)
	6. Candidate (teacher and/or teacher assistant) selections
	7. Networking opportunities	

Triangulation of Data

In lieu of using a convergent mixed methods design, an analysis of the two data sources collected (quantitative Likert-scale survey and qualitative open-ended survey questions) required a merge of results from the Qualtrics survey instrument. Within the mixed methods convergent one-phase approach, both sets of reported data were collected within one instrument, which was analyzed separately. The results were merged for interpretation purposes, specifically for comparison to confirm/disconfirm the leadership behaviors and practices, internal and/or external support, and professional development eminent in growing quality sustainable DLI programs. As a result, two types of approaches were taken towards the merging and interpretation of the results and reported as a means of confirming the mixed methods convergent results.

A Pearson goodness of fit chi-square test was attempted to measure principals' frequency of implementation of the seven strands associated with leadership behaviors and practices resulting in the growth of quality sustainable DLI programs. The hypothesis was based on the expectation of equal proportions. As a result of not having enough respondents to meet the expected value, it was not feasible to conduct the chi-square test; therefore, a side-by-side comparison was conducted, in which the quantitative results were analyzed and reported, and the qualitative results were further analyzed.

Thematic Analysis

As a means of showcasing the reported analysis results for the mixed methods survey data sources, a joint display table (see Figure 10) was generated to effectively merge the attained information within a visual representation that further supported a thematic analysis approach and process.

Figure 10

Joint Display Table for Quantitative and Qualitative Theme Analysis Result

Quantitative Likert Scale Survey Results			Qualitative Open-Ended Survey Results		
Strand 1: **Assessment & Accountability**	**Strand 3:** **Instruction**	**Strand 4:** **Staff Quality &** **PD**	**Leadership** **Behaviors/Practices** **(RQ1)**	**Internal and/or** **External Support** **(RQ2)**	**Impacts of support &** **Training (RQ3)**
• Targeted Support • Program Structure • Professional Development • Communication • Collaboration & Networking • Relationship Capacity • Organizational skills/supports	• Comprehensive Support • Teacher/Admin Pipeline • Organizational Support • Partnership & Parent Education • Targeted Support • Budget • Articulation • Equitable Recruitment • Planning Practices	New Principals: • Onboarding • Targeted Support • Program Matriculation • Program Sustainability • Differentiated Professional Development	• Communication • Targeted Support	• Professional Development	• Professional Development • Networking Opportunities
Strand 5: **Program Structure**	**Strand 7:** **Support & Resources**		**Leadership & Impacts of support and** **training (RQ1 &RQ3)**		**Internal and/or** **External Supports** **and the impacts** **(RQ2 & RQ3)**
• Planning Practices • Professional Development • Stakeholder Education • Targeted/Ongoing Support	• Targeted Support • Parental Support • Professional Development • Funding • Candidate/Teacher Pipeline • District Oversight • Networking Opportunities		• Professional Development • Targeted Support		• Professional Development • Networking Opportunities

The convergent (one-phase) analysis design to the mixed methods research study required the merging, explaining, and embedded results within a larger context/framework; hence, the data collected confirmed the leadership behaviors and practices, internal and/or external support, and professional development that is imperative in growing quality sustainable DLI programs. The common themes associated with both data sources within the one survey instrument were (a) program planning/implementation, (b) targeted support, (c) professional development/training, (d) networking opportunities/learning experiences, and (e) communication.

Conclusions and Outcomes

This chapter concludes the data analysis work conducted within this research study. Furthermore, it supplied further perceptivity into key findings/results of the study,

the sampling of participants, as well as the analysis and organization of data that led to

the conclusions and outcomes of this convergent mixed methods study. Chapter 5 focuses

on the implications for practice, connections to the theoretical framework, a

recommended professional growth plan, a recommended list of dispositional leadership

behaviors/best practices, recommendations for future research, and a chapter summary.

Chapter 5: Discussion

Overview

The intent of this mixed methods research study was to explore specific leadership behaviors and/or practices necessary for program preparation as well as the internal and/or external support and professional development that are paramount for principals to lead and maintain successful and quality sustainable DLI programs. Additionally, the study was designed to help identify key factors (components) in supporting DLI program sustainability and provide guidance on how to address such factors. Furthermore, this convergent designed study guided the inquiry of these three research questions:

1. What specific leadership behaviors and/or practices should principals possess in sustaining DLI programs?

2. What internal and/or external support and training are needed for principals to sustain quality DLI programs?

3. How do the internal and/or external support and training impact principals?

The implications of the research study served the following purposes: (a) development of a DLI principal professional growth plan as a means of building the school-based leader's capacity to manage and maintain sustainable quality DLI program; (b) generation of a recommendation list of dispositional (task and relationship behaviors) best practices to further strengthen a principal's ability to lead and maintain sustainable immersion program; and (c) contribute to existing research-based literature and body of knowledge, specifically focused on how leaders can grow sustainable quality DLI programs.

This final chapter addresses the summary of findings, implications for practice, limitations and delimitations of this study, and recommendations for future research study, and concludes with a summary.

Summary of Study Findings

The research design selected for the mixed methods study required the analysis, merger, and explanation of results within a larger context/framework. As a result of utilizing the convergent (one-phase) analysis approach, the quantitative (Likert scale multiple choice) and qualitative (open-ended) survey results were analyzed separately and then merged as a means of interpreting the accumulated data. In order to showcase the reported quantitative and qualitative analysis results effectively and efficiently, a joint display table was generated. The table provides a visual representation of the attained information as well as supports the thematic analysis process taken to confirm the leadership behaviors/practices, the internal and external support, and the professional development imperative in growing quality sustainable DLI programs. The common themes associated with both data sources within the one survey instrument were (a) program planning/implementation, (b) targeted support, (c) professional development/training, (d) networking opportunities/learning experiences, and (e) communication. Subsequently, the joint table displays the themes associated with the three research questions driving the inquiry of the study as well *as The Guiding Principles for Dual Language Education* (Howard et al., 2018), which serves as an evaluation tool for leaders who are either in the initial planning or continuous improvement stages of their DLI programming (see Figure 10).

Implications for Practice

Gaining an understanding of the importance and implications of the five themes that transpired from the research study will provide varying opportunities for leaders to replicate and maintain the behaviors and practices required to lead quality sustainable programs. The succeeding subsections describe the implications for practice among the five key themes associated with the findings, accumulated information connected to the reviewed literature, as well as the theoretical framework that guided the inquiry of the research study.

Program Planning and Implementation

The leader of a school building has the ability to influence and facilitate change. The leaders influencing DLI programming within a learning environment must acquire a fundamental understanding of the specific program goals, benefits, structures, and guiding principles that contribute to the success and sustainability of DLI programs. Lamentably, universities and/or other institutions that govern principal preparation programs do not have specialized training or courses designed to support those leading DLI or specialized bilingual education programs. For this reason, principals are dependent on their own experiences, dispositions, knowledge, and skill sets to meet the needs of the program, staff, and students; hence, it is imperative that intentionally designed training and support for DLI planning, implementation, and monitoring systems be offered to those leading these specialized programs. Without the appropriate training and support, leaders will lack the knowledge, strategies, and/or best practices associated with growing and sustaining DLI programs. As indicated by Schraw and McCrudden (2006), individuals who are provided opportunities for the acquisition of skills practice

the integration of the learned skills, and application of skills for mastery will build

capacity, strengthen practices, and increase the probability of meeting expected

outcomes.

Targeted Support

Targeted support was a major theme associated with leadership, internal and

external support, and professional development required in growing, leading, and

maintaining DLI programs (alignment to the three research questions guiding the

research study). Based on the gathered data, targeted support took various forms, such as

ongoing professional development opportunities, the development and implementation of

action plans, allocated human resources (which included specialized personnel),

networking learning experiences, and available resources. Principals who have a deep

understanding of the philosophy, structures, and desired outcomes of DLI programs will

be able to inculcate the appropriate and crucial targeted support. As Lindholm-Leary

(2001) stressed, it is important to uphold strong support systems in order to ensure the

integration of program structures within an organization/institution.

Professional Development and Training

As Emery (2016) recommended, leaders of DLI programs are encouraged to find

ways to provide professional development and networking opportunities to support the

"extension of practice" (p. 99) for students participating in the bilingual education

program. The same experiences must be extended to the leaders responsible for

governing such specialized programs; hence, affording training and learning experiences

that engage leaders in professional discourse on DLI-specific issues will build capacity,

increase program productivity, and ensure the refinement of systems leading to successful

quality programs.

The results acquired from the study led to the development of the DLI Principal Professional Development Plan (see Appendix F) as it is intended to serve as a roadmap for those leading and/or supporting DLI programming within an organization/institution. The plan was intentionally designed to serve as a 5-year implementation plan in order to support both novice and experienced DLI principals. As the self-reported data reflected, current and former DLI principals noted that program sustainability occurred somewhere between 3 to 7 years based on their leadership experiences.

Networking Opportunities and Learning Experiences

Networking and professional development opportunities coincide with one another. Networking or learning experiences are those opportune times for sharing information, resources, ideas, and solutions. The obtained data from the study separated professional development and networking opportunities as the practices identified from the data sources indicated the need for valuable feedback. Leadership behaviors, practices, and experiences differ from one leader to another; therefore, allocating time for leaders to intentionally conjure together to discuss systematic changes and continuous improvement that have been deemed successful will be a benefit (win-win) to all parties involved. As reflected in Montecel and Danini's (2002) research, principals expressed an interest in gaining opportunities for outside review of a program's evaluating and monitoring systems as it would support the improvement of program structures, practices, and/or protocols.

Communication

Communication is a foundational pillar for any individual leading an organization

or institution. As the research conducted in Chapter 2 indicated, a DLI principal plays a pinnacle role within the school building as they are responsible for communicating the goals/outcomes, potential gaps, underlying challenges/barriers, and successes with varying stakeholders. The leader who is effective within a DLI program must be able to serve as a spokesperson who advocates for the program as they understand the foundational infrastructures; ensure appropriate planning, implementation, monitoring, and evaluation of the program; and endure capacity-building responsibilities (Howard et al., 2018).

In summary, the research study findings and recommended implications for practice led to the development of the DLI Principal Professional Development Plan, Principal Professional Growth Plan, and Recommended List of Dispositional Behaviors for those leading, maintaining, and sustaining DLI programs, which are addressed in the posterior sections. The emerged deliverables address the five key themes associated with the key findings well as align with the researched best practices for DLI programming.

Connections to Theoretical Framework

Principals of DLI programs are required to be knowledgeable about the planning, implementation, and monitoring systems as a means of ensuring long-term success and sustainability. As a result, the leaders of these specific bilingual education programs (DLI) are expected to transform their school culture and embed innovational practices in order to attain specific outcomes, objectives, and/or goals as a means of meeting the organizations' (districts') expectations. The five key themes attained from the study require direct leadership impact on specific action steps that necessitate changes in practices, which are focused on the intended interests of the group (staff) and

organization (district).

　　According to research (Bass & Bass, 2008), transformational leadership requires the incorporation of training, identification, and practice, which provide leaders the opportunities to create awareness as well as the acceptance of the organizations' goals and/or mission. The theoretical framework utilized within the study merged behavior leadership (Getzels-Guba) and leadership change theories (Fullan), which guided the development of the three research questions and the determination of the research design and methodology. Specifically, the Getzels-Guba social system model addressed two dimensions, nomothetic and ideographic, which helped to explain the direct impact on the individual leader and the organization/institution the leader serves. Within the context of leading a DLI program, the leader needs to meet the expected roles and expectations of the organization/institution while also meeting their individualized personal goals and need dispositions. Both the nomothetic and ideographic dimensions are influential to a school-based leader. Principals need to have a solidified understanding of the specialized program they are leading as well as a receptive awareness of the needs presented by their staff and students. Leading a specialized program requires strategic planning from commencement to sustainability, which entails varying opportunities for continuous improvement and refinement. As Emery (2016) pointed out, leaders of DLI programs must be able to maintain a fair and equal balance between traditional and bilingual education programming within the school building; hence, principals must make every effort to acknowledge and support the needs of all programs as well as be able to justify and communicate decision-making practices to varying stakeholders.

　　Correspondingly, Fullan's leadership change framework depicts five essential

components leaders should possess in meeting diverse, complex, and ever-changing demands placed within an organization/institution, in addition to meeting strategic outcomes/goals. The DLI programs are unique and require specialized leadership behaviors/practices, strong commitment and advocacy in meeting program goals, and the implicit research/theory behind the essential infrastructures for growing and sustaining them. When considering the first leadership of change theme, Moral Purpose, the leaders of DLI programs must find innovative ways to improve the quality of work among individuals and collaborative groups. Moreover, the leader demonstrates a betterment commitment for the various stakeholders impacted by the organization and program. As DLI principals work to ensure program monitoring, refine systems/processes, and support the implementation of solution-based practices, they must find ways to engage staff in active learning experiences/training. Engaging staff in this type of experience will promote the faculty's understanding of change, which is Fullan's second theme of change. The remaining three themes, (relationship building, knowledge building and sharing, and coherence making) are interrelated within the context of DLI programming as they focus on relationships that connect individuals to their work, support infrastructures that allow the organization/school to share, create, build, and manage information/knowledge, as well as engage staff in purposeful interactions to build DLI capacity among the whole school. The results garnered from the study support the study's theoretical framework, which integrated the Getzels-Guba social behavior theory and Fullan's leadership change framework.

The findings of the study provide insight into the leadership behaviors/practices for program preparation as well as the internal and/or external support, professional

development, and training that are fundamental for principals leading and sustaining DLI programs. The succeeding sections address the two deliverables, Principal Professional Growth Plan and List of Dispositional Behaviors/Best Practices, which will guide school-based leaders and the institution they serve on the strategies, professional development, and supports eminent in growing quality sustainable DLI programs.

Professional Growth Plan

As previously mentioned, the collective results from the survey instrument led to the creation of a DLI Principal Professional Development Plan (see Appendix F). This by-product serves as an intended professional development/training roadmap for those leading and/or supporting DLI programming within a school district. The plan was strategically designed to serve as a 5-year implementation plan for meeting the leadership needs as well as address the imperative program topics, strategies, and best practices of both novice and experienced principals growing, leading, and sustaining DLI programs. As the self-reported data reflected, current and former DLI principals dually noted that program sustainability occurred somewhere between 3 and 7 years based on their leadership experiences. As leaders determine designated areas of development/ refinement, the DLI Principal Professional Development Plan can support the key competencies needed for both personal and professional growth. The growth plan generated by DLI principals should support their personal needs, desired program goals/objectives, and specific plans of action that will suitably meet intended outcomes.

Based on the gathered research within the literature review, the aligned theoretical framework, DLI best practices, and NC Principal Evaluation Rubric, the recommendations for a leadership professional growth plan have been devised within two

graphic organizers, which serve to meet the varying needs of both the novice (see Figure

11) and experienced (see Figure 12) DLI principals.

Figure 11

Proposed Principal Professional Growth Plan (Novice DLI Leaders)

Proposed Principal Professional Growth Plan Novice DLI Leaders			
Professional Growth Plan Activity	Intended Outcome	Proposed Evidence	Alignment to NC Principal Evaluation Rubric and DLI Guiding Principle Strands

• Establishing DLI Program Vision/Mission
• Implementation of DLI Program Structures
  ○ Design Models
  ○ Schedules/Language Allocation
  ○ Student/Family Recruitment
  ○ Curriculum Selection
  ○ Staff Training Practices
  ○ DLI Staff Selection & Evaluation
• Devised Professional Development Plan (for administration team, staff and self)
	• Gaining an in-depth understanding of the DLI program goals, structures, benefits, guiding principles contributed to successful sustainable programs
	• Establishment of program structures, protocols, and practices expected to meet program goals/outcomes, student achievement, and language proficiency measurements
		☐ Daily schedules incorporating primary and secondary language allocation times
		☐ DLI Teacher & Program Evaluation Tools
		☐ Parent/Student Recruitment materials (informing stakeholders of DLI Model, program vision/mission and goals, and expected outcomes)
		☐ Protocol for vetting curriculum and instructional resources/materials
		☐ DLI Professional Development Action Plan
			<u>Guiding Principal Strands</u>
			Strand 4: Staff Quality & Professional Development
			Strand 5: Program Structure
			Strand 7: Support & Resources
			
			<u>NC Principal Evaluation Rubric</u>
			Standard 1: Strategic Leadership
			Standard 2: Instructional Leadership
			Standard 4: Human Resource Leadership

Figure 12

Proposed Principal Professional Growth Plan (Experienced DLI Leaders)

Proposed Principal Professional Growth Plan Experienced DLI Leaders			
Professional Growth Plan Activity	**Intended Outcome**	**Proposed Evidence**	**Alignment to NC Principal Evaluation Rubric and DLI Guiding Principle Strands**

● Adaptations to existing accountability infrastructure, language proficiency measurements, and/or staff evaluation process/protocols
● Devised Professional Development Plan including networking learning experiences (for administration team, staff and self)
● Development of a DLI Parent Advisory Committee
	● Refinement of systematic processes within the following areas:
	  ○ Accountability Infrastructure Evaluation
	  ○ Proficiency Measurements
	  ○ Program Advocacy
	● Strengthen program advocacy and partnerships
	● Increased communication among stakeholders
		☐ Artifacts exhibiting the improvement to the DLI structures/practices
		☐ Meeting minutes from the newly established Parent Advocacy Committee
		☐ Artifacts obtained from attended local, state, and national conferences
		☐ Action plans illustrating program review evaluation tool, professional development, and/or networking learning experiences
			Guiding Principal Strands
			Strand 1: Assessment & Accountability
			Strand 4: Staff Quality & Professional Development
			Strand 6: Family & Community
			
			NC Principal Evaluation Rubric
			Standard 5: Managerial Leadership
			Standard 6: External Development Leadership
			Standard 7: Micro-political Leadership

Recommended List of Dispositional Behaviors/Best Practices

The review of relevant and current literature on specific leadership behaviors and practices provided an opportunity to gain further insight into the leadership dispositions, which endorse school leaders' abilities to influence productive transformations and attainment of goals/objectives, ensure the improvement of student learning outcomes and achievement, as well as directly impact school reform outcomes (which includes program sustainability). The outcomes of this research study led to the development of a recommended list of dispositional behaviors that are aligned with the researched best practices associated with the sustainability of DLI programs. Prior to sharing the list of recommended dispositional behaviors, it is important to note the research behind the obligations/commitments of educational leadership preparation programs as well as define the school leadership dispositions associated with highly effective outcomes.

As university-based educational leadership programs support the development

and training of current and/or aspiring school leaders, specifically in the era of accountability and performance-based standards, it is important that the designed curricula address the appropriate dispositions that lead to school improvement (Melton et al., 2010; Pregot, 2016). Research has also indicated the importance of actively engaging school leaders in the learning process as this routine tendency is highly connected to higher-performing school ratings (Leithwood & Riehl, 2003; Morrison, 2009). According to Cunningham and Cordeiro (2009), administrators are expected to lead instructional commitments, which require leaders to be agents of change. Pregot (2016) stated that the implications for professional development practices rest of the responsibility of both the school leader as well as the leadership preparation programs offering the imperative learning experiences and training. Melton et al. (2010), researchers behind another study, pointed out the importance of leadership preparation programs' implementation of designed learning experiences meant to address the acquisition of knowledge through coursework as well as foster the attainment of skills through practical practice. Being an effective leader requires the acquirement of dispositions that lead to school improvement and sustainability of improved learning environments and enhances student academic achievements. Moreover, recent studies have indicated the reliability of the Interstate School Leaders Licensure Consortium and NCATE standards for dispositional definitions and subsequent lists that should be addressed and assessed within educational leadership preparation programs (Lindahl, 2009; Melton et al., 2010; Pregot, 2016).

Over the last decade, research has indicated the varying definitions as well as connected terms and/or characteristics associated with the description of key leadership dispositions. For instance, the terms attitudes, beliefs, traits, behaviors, and styles have

been superseded by educational dispositions, which describe the tendencies of observed

and/or predictive actions of school leaders. According to one researcher, attitudes were

the inherent intrinsic behaviors displayed by school leaders, which were driven by their

values (Freeman, 2003). In the early 2000s, a researcher conducting a study defined

dispositions as the tendencies of behavioral patterns most supposable of one's future

actions (Villegas, 2007). Another researcher explained how dispositions tell what leaders

can do, predicts the likelihood of behaviors, as well as addresses gaps within the abilities

and actions of leaders (Ritchhart, 2002). Fast forward a few years, and NCATE (2010)

defined educational dispositions as "professional attitudes, values, and beliefs

demonstrated through both verbal and nonverbal behaviors" (p. 89), which were

displayed by educators through their interactions with various stakeholders. Moreover,

the Interstate School Leaders Licensure Consortium defined the term dispositions more

specifically as the knowledge and skills expected to be addressed in the development and

training of school leaders (Melton et al., 2011). As eloquently stated by several

researchers, "the term dispositions pose a complex set of issues, in part due to the

complex nature of constructs implied by the term" (Green et al., 2011, p. 2).

 The research on leadership dispositions, the conceptual theoretical framework,

DLI best practices, as well as the NC Principal Evaluation Rubric led to the development

of the recommended list of leadership disposition behaviors/practices, which have been

detailed within a visual representation (see Figure 13). It is important to note that there

are overlapping themes, topics, practices/behaviors due to the nature of DLI

programming. Correspondingly, the five change themes engrained within Fullan's (2001)

leadership change framework were repetitive in certain aspects due to the actions,

practices, and context of DLI principals in relation to the alignment of the North Carolina

evaluation rubric.

Figure 13

Recommended List of Leadership Dispositional Behaviors

Recommended List of Leadership Dispositional Behaviors for Principals Leading DLI Programs		
NC Principals Evaluation Standards	**Fullan's 5 Change Themes**	**DLI Contextual Leadership**
Strategic Leadership	- Moral Purpose - Betterment & commitment to - Improvement to the quality of work - Understanding Change - Engagement of individuals or collective group in problem-solution practices - Interactions among people within the organization	- Program commitment and advocacy - Implementation of systematic structures aligned to program goals/outcomes, language proficiency, and improvement of student achievement - Knowledgeable of the methodology, pedagogy, and practices/strategies for second language development - Deliberate and strategic plans of action to meet DLI program needs
Instructional Leadership	- Coherence Making - Building capacity among the organization - Knowledge Building & Sharing - Exchange of deep learning among staff - Increased productivity and remedies for problematic situations	- Selection and implementation of appropriate instructional curriculum, materials, and resources to meet state standards and language proficiency measures - Ensuring cultural responsiveness - Development, implementation, and monitoring of professional development plans - Executing organizational support systems
Cultural Leadership	- Coherence Making - Building capacity among the organization - Knowledge Building & Sharing - Exchange of	- Allocate time for DLI staff to engage in improvement recommendations and practices - Secure artifacts, traditions, and actions resulting in the attainment of knowledge and skills for second language acquisition and proficiency

	• ideas/best practices among staff o Increased productivity	• Establishment and refinement of program vision/mission

Human Resource Leadership	• Relationship Building
	   o Connecting individuals to the work
	   o Investing on the individuals to improve practices
	   o Learning is the work - collaboration, innovation, and refinement
	• Knowledge Building & Sharing
	   o Exchange of deep learning among staff
	   o Increased productivity
		• Generation and implementation of recruiting, hiring, and mentoring of DLI staff
		• Development, implementation, and monitoring of professional development plans
		• Application of evaluation protocols/tools to strengthen and improve practices
		• Engagement in networking opportunities and learning experiences

Managerial Leadership	• Understanding Change
	   o Engagement of individuals or collective group in problem-solution practices
	   o Interactions among people within the organization
		• Actively communicating and engaging stakeholders in regard to DLI outcomes, assessments, accountability, and successes
		• Allocating funds and resources leading to improved student achievement as well as meeting program goals/outcomes

External Development Leadership	• Knowledge Building & Sharing
	   o Exchange of ideas/best practices among staff
	   o Increased productivity
		• Establishment of a Parent Advocacy Committee and/or Partnerships
		• Incorporation of networking opportunities and learning experiences

Micro-political Leadership	• Understanding Change
	   o Interactions among people within the organization
	• Coherence Making
	   o Building capacity among the organization
		• Refinement of systematic processes within accountability infrastructure, evaluations, proficiency measurements, and program advocacy

Recommendations for Future Research

This dissertation study provided an opportunity to explore specific leadership

behaviors and/or practices necessary for program preparation as well as internal and/or

external support and professional development, which are paramount for principals

leading as well as maintaining quality sustainable DLI programs. Considering the

findings, the literature reviewed, and the theoretical framework within this study, there

are three focus proposed areas for further investigation: (a) implications of DLI

programming and instructional practices on marginalized student populations, (b)

examination of the attainment of leadership skills through practice and knowledge

acquisition encompassed within leadership preparation programs, and (c) the exploration

of administrative dispositions that benefit the implementation and sustainability of

bilingual educational settings.

First, the implications of DLI programming and instructional practices on

marginalized student populations (such as multilingual learners and/or ELs). Secondly,

the examination of the attainment of leadership skills through practice and knowledge

acquisition encompassed/assimilated within leadership preparation programs will further

expand the existing body of research focused on professional development for those

supervising and leading DLI programs. The following research questions could be used

to guide future the researchers' inquiry studies: (a) What considerations are made when

principals are chosen to lead schools and/or special programs? (b) Do some of the high-

quality leadership dispositions focus more on attitudes, beliefs, values, behaviors,

experience, skills, and accomplishments? (c) Are several of these attributes given more

weight than others? (d) In terms of professional development for school leaders, what

coursework or training can be offered to increase their leadership capacity in sustaining DLI/specialized programming?

Lastly, the exploration of administrative dispositions that benefit the implementation and sustainability of bilingual educational settings (more specifically DLI programs) will further support the extant research on how leadership impacts student learning.

1. Future studies focused on the implications of DLI programs and the effects on other marginalized student populations outside of multilingual learners and/or ELs.

2. Examination of university education programs for DLI leaders; courses addressing the needs and preparation for future school-based and district leaders leading and maintaining DLI programs. What administration preparation courses are available to those interested in leading and maintaining quality sustainable DLI programs?

3. Further inquiry into DLI administrative dispositions that are associated with the implementation and sustainability of DLI programs. What impacts do these dispositions have within these bilingual educational settings? Lastly, what effects do these administrative dispositions have on the DLI students' learning outcomes?

Conclusion

The principal of the DLI program must adapt, thrive, and respond to trends/ patterns and situations that arise when leading such a specialized bilingual education program. The findings of the study provide guidance on the specific and intentional

leadership behaviors/practices for program preparation as well as the internal and/or external support, professional development, and training that are fundamental for principals leading and sustaining DLI programs. Two deliverables were ascertained as a result of the retrieved data from the mixed methods research design. Both deliverables, Principal Professional Growth Plan and List of Dispositional Behaviors/Best Practices, serve as a guide to school-based leaders and the institution/organization they serve. The strategies, professional development, and supports entrenched within the deliverables align with the DLI program goals, best practices addressed within *the Guiding Principle's Toolkit*, the study's theoretical framework, and the NC School Executive Principal Evaluation Rubric.

The theoretical framework that guided the inquiry of the research study has proven that the influential dimensions (nomothetic and ideographic) in combination with the principal's personality and need dispositions impact the leader's commitment to the DLI program and achieved outcomes. Moreover, the leader who possesses as well as embraces the five influential change themes (moral purpose, understanding change, relationship building, knowledge building and sharing, and coherence making) will be extraneously cognizant of the predominant changes demanded for specialized DLI programming. The designated leader of a DLI program must be purposeful, strategic, innovative, and an agent for change as a means of delineating the tasks, specialized training, and support stipulated for DLI programming. Leading a DLI program requires specialized leadership practices/behaviors, strong advocacy, and commitment to meet program goals, as well as a solid understanding of the implicit research/theory behind the foundational infrastructures essential in growing quality sustainable DLI programs.

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Appendix A

District Permission to Conduct Research

Dear (Name) of (School District),

My name is Vera Woolard and I am a doctoral student at Gardner-Webb University (GWU) conducting a research study entitled, "Growing Sustainable Quality Dual Language Immersion Programs: The Impact of Key Leadership Preparation, Training, and Support." You are being contacted to request permission for the express purpose of granting access to the principals of dual language immersion elementary schools within your district to conduct this research study.

Please find attached the Informed Consent Form, which will be shared with participants of this study, once district approval has been received.

If you have any questions and/or concerns about the research project in general, please do not hesitate to contact me via email at vwoolard@gardner-webb.edu or phone at ███████████. You may also contact my dissertation chair, Dr. Dale Lamb at dlamb@gardner-webb.edu . If you have any questions concerning the research and rights for participation, please contact the IRB of Gardner Webb University.

Thank you in advance for your time and consideration. I look forward to receiving your response.

Best regards,

Vera Woolard

Appendix B

DLI Principal Email

Dear DLI Principal,

My name is Vera Woolard, and I am a doctoral student at Gardner-Webb University (GWU) conducting a research study entitled, "Growing Sustainable Quality Dual Language Immersion Programs: The Impact of Key Leadership Preparation, Training, and Support."

You are cordially invited to participate in this research study aimed at exploring specific leadership behaviors and practices necessary for program sustainability as well as the internal and/or external support and professional development that is paramount for principals to lead and maintain successful and sustainable DLI programs.

As a participant in the study, you are asked to complete an electronic survey, which is anticipated to take 35-40 minutes to complete. Your participation is absolutely voluntary and anonymous. No identifiable information will be collected. Only the researcher and dissertation chairperson will have access to the data collected. The responses collected and analyzed for this study will be destroyed six months after the publication of the dissertation.

This survey has been reviewed and approved by the Institutional Review Board of Gardner-Webb University. There are no known risks or discomforts associated with participating in this study and there are no benefits or payment for participation. You have the right to withdraw from the study at any time without penalty by exiting the survey. Data from this study will not be used or distributed for future research studies.

If you have any questions and/or concerns about the research project in general, please do not hesitate to contact me via email at vwoolard@gardner-webb.edu or phone at ▇▇▇▇▇▇▇▇▇. You may also contact my dissertation chair, Dr. Dale Lamb at dlamb@gardner-webb.edu . If you have any questions concerning the research and rights for participation, please contact Dr. Sydney Brown, IRB administrator at irb@gardner-webb.edu of Gardner Webb University.

Please click on the survey link below and provide us your responses no later than February 27, 2023.
By completing and submitting this survey, you are indicating your consent to participate in the study:

<div align="center">

Qualtrics DLI Principal Survey Instrument
(note: link will be embedded upon IRB approval)

</div>

Your participation is appreciated.

Best regards,

Vera Woolard

Appendix C

Quantitative Likert-Scale Multiple Choice Questions (Survey)

Evaluator's Toolkit Self-Assessments for Leaders
Used with permission:
Center for Applied Linguistics: Guiding Principles for Dual Language Education:
Evaluator's Toolkit (2008)

4-Point Scale for Frequency			
Rarely	0%-29% of the time	Frequently	59%-79% of the time
Partially	30%-58% of the time	Routinely	80%-100% of the time

The program has developed a data management system for tracking student data over time.
Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.
Staff are provided ongoing professional development opportunities in assessment and accountability.
The program engages in ongoing evaluation.
Student assessment is aligned with classroom and program goals as well as with state standards.
Assessment data are integrated into planning related to instructional practices and curriculum.
Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).
Data are communicated publicly in transparent ways that prevent misinterpretations.
Data are communicated to stakeholders.
Explicit language arts instruction is provided in both program languages.
Academic content instruction is provided in both program languages.
The program design and curriculum are faithfully implemented in the classroom.
Instruction incorporates appropriate separation of languages according to program design.
Teachers use a variety of strategies to ensure student comprehension.

Teachers integrate language and content instruction.
Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction,
Recruiting plan exists.
Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.
Staff members receive support.
Staff evaluations are performed by personnel who are familiar with dual language education.
A long-term professional development plan exists that is inclusive, focused, and intensive.
Action plans for professional development are needs-based and individual staff plans are aligned with the program plan.
Professional development is aligned with competencies needed to meet dual language program standards.
Time is allocated for professional development.
There are adequate human resources designated for professional development.
The program collaborates with teacher and staff training programs at local universities.
Program staff partner with professional organizations.
Program staff engage in networking with staff from other programs.
There is a coordinated plan for promoting bilingualism and biliteracy.
The program promotes additive bilingualism.
Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines (announcements) reflect bilingualism and multiculturalism.
Day-to-day decision making is aligned to the overall program vision and mission and includes communication with stakeholders.
Sufficient time, resources, and research were devoted to the planning process.
The planning process included all stakeholders (teachers, administrators, parents, community members).
The program meets the needs of the population.

The program design is aligned with program philosophy, vision, and goals.
The program is adaptable.
The program is articulated within and across grades.
Administrators are knowledgeable about and supportive of the program and provide leadership for the program
Teachers and staff are knowledgeable about and supportive of the program and provide leadership for the program.

Appendix D

Visual Representation of the Quantitative Survey Results

Strand 1: Assessment and Accountability

Principal 1: The program creates and maintains an infrastructure that supports an accountability process.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
1	The program has developed a data management system for tracking student data over time.	10%	20%	30%	40%
2	Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.	0%	20%	60%	20%
3	Staff are provided ongoing professional development opportunities in assessment and accountability.	10%	30%	50%	10%

Principal 2: Student assessment is aligned with state content and language standards, as well as with program goals, and it is used for evaluation of the program and instruction.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
4	The program engages in ongoing evaluation.	0%	30%	40%	30%
5	Student assessment is aligned with classroom and program goals as well as with state standards.	0%	20%	20%	60%
6	Assessment data are integrated into planning, related to instructional practices and curriculum.	0%	20%	40%	40%

Principal 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
7	Achievement data are disaggregated by student and program variables (native language, grade level, student background, etc.).	0%	50%	50%	0%

Principal 6: The program communicates with appropriate stakeholders about program outcomes.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
8	Data are communicated publicly in transparent ways that prevent misinterpretations.	0%	40%	40%	20%
9	Data are communicated to stakeholders.	0%	30%	50%	20%

Strand 3: Instruction

Principal 1: Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
10	Explicit language arts instruction is provided in both program languages.	10%	20%	0%	70%
11	Academic content instruction is provided in both program languages.	20%	0%	30%	50%
12	The program design and curriculum are faithfully implemented in the classroom.	0%	20%	20%	60%
13	Instruction incorporates appropriate separation of languages according to program design.	0%	30%	30%	40%
14	Teachers use a variety of metalinguistic awareness and metacognitive skills.	0%	10%	20%	70%

Principal 2: Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
15	Teachers integrate language and content instruction.	0%	0%	40%	60%
16	Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction.	20%	20%	40%	20%

Strand 4: Staff Quality and Professional Development

Principal 1: The program recruits and retains high quality dual language staff.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
17	A recruiting plan exists.	20%	0%	20%	60%
18	Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.	10%	20%	20%	50%
19	Staff members receive support.	0%	30%	20%	50%
20	Staff evaluations are performed by personnel who are familiar with dual language education.	10%	30%	20%	40%

Principal 2: The program has a quality professional development plan.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
21	A long-term professional development plan exists that is inclusive, focused, and intensive.	10%	20%	50%	20%
22	Action plans for professional development are needs-based, and individual staff plans are aligned with the program plan.	10%	20%	70%	0%
23	Professional development is aligned with competencies needed to meet dual language program standards.	10%	20%	60%	10%

Principal 3: The program provides adequate resource support for professional development.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
24	Time is allocated for professional development.	0%	30%	40%	30%
25	There are adequate human resources designated for professional development.	10%	50%	30%	10%

Principal 4: The program collaborates with other groups and institutions to ensure staff quality.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
26	The program collaborates with teacher and staff training programs at local universities.	70%	20%	10%	0%
27	Program staff partner with professional organizations.	40%	10%	30%	20%
28	Program staff engage in networking with staff from other programs.	10%	50%	30%	10%

Strand 5: Program Structure

Principal 1: All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
29	There is a coordinated plan for promoting bilingualism and biliteracy.	10%	20%	30%	40%

Principal 2: The program ensures equity for all groups.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
30	The program promotes additive bilingualism.	10%	30%	30%	30%
31	Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines reflect bilingualism and multiculturalism.	10%	60%	10%	20%

Principal 3: The program has strong, effective, and knowledgeable leadership.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
32	Day-to-day decision making is aligned to the overall program vision and mission and includes communication with stakeholders.	0%	44.44%	22.22%	33.33%

Principal 4: The program has used a well-defined, inclusive, and defensible process to select and refine a model design.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
33	Sufficient time, resources, and research were devoted to the planning process.	0%	40%	40%	20%
34	The planning process included all stakeholders (teachers, administrators, parents, community members)	0%	40%	50%	10%
35	The program meets the needs of the population.	0%	30%	10%	60%
36	The program design is aligned with program philosophy, vision, and goals.	0%	20%	10%	70%

Principal 5: An effective process exists for continual program planning, implementation, and evaluation.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
37	The program is adaptable.	10%	20%	20%	50%
38	The program is articulated within and across grades.	0%	30%	10%	60%

Strand 7: Support and Resources

Principal 1: The program is supported by all program and school staff.

Question #	Question	Rarely (0-29%)	Partially (30%-58%)	Frequently (59%-79%)	Routinely (80%-100%)
39	Administrators are knowledgeable about and supportive of the program and provide leadership for the program.	0%	30%	10%	60%
40	Teachers and staff are knowledgeable about and supportive of the program and provide leadership for the program	10%	40%	10%	40%

Appendix E

Qualitative Open-Ended Questions (Survey)

This open-ended survey has been designed to allow dual language immersion (DLI) principals the opportunity to share and expand their views on the behaviors, practices, preparation, internal and/or external supports, and professional development that is considered paramount to growing a quality sustainable DLI program. Hence, your input and recommendations are essential to this study. As you answer the 10 questions presented in this survey, please do not feel that you have to limit your responses. You are encouraged to write as much as you feel is needed to clearly describe your opinion or views on the topics presented.

As you prepare to answer the next series of questions provided below, here are a few concepts/terms to be considered and understood as a means of better understanding the terms in the appropriate context:
- *Internal supports reference the infrastructures & resources afforded <u>to a principal/school</u>, which has been provided by the designated school district.*
- *External supports reference the individuals or collective group that supports the DLI <u>outside</u> of the school and/or district personnel.*
- *<u>Sustainability </u>refers to the ability of growing and retaining a solid foundational (coherent) DLI program. Hence, these programs contain (1) a growing and/or stable student enrollment as well as (2) stable faculty.*
- *<u>Quality Sustainable Programs</u> will consist of programs that consist of (1) stable faculty, (2) stable and/or growing student enrollment, as well as (3) student achievement at or above their peers.*

From your perspective what makes a successful *quality sustainable* DLI program?
What do you feel are the leadership behaviors and/or practices you possess that have been most beneficial in growing a *sustainable* DLI program?
Describe the various kinds of support you and your school receive to assist efforts in growing and *sustaining* the DLI program.
What kind of preparation or training have you received as an administrator/principal to plan, implement, and/or *sustain* a DLI program?
Which DLI topics do you wish you had known about and/or received when you first became a principal of a school with a DLI program?

What *internal supports* are in place to help you grow quality sustainable DLI programs?
What *external supports* are in place to help you grow quality sustainable DLI programs?
What additional *internal* and/or *external supports* would you like to receive as a means of

assisting efforts in growing a quality sustainable DLI program?
From your perspective, how long does it take (or have taken) to obtain DLI program _sustainability_?
From a timeline approach, how would you break down the experiences/training required in achieving DLI program _sustainability_?

Appendix F

DLI Principal Professional Development Plan

Dual Language Immersion Principal Professional Development Plan		
Designated Timeline	**Personalized Areas of Focus**	**Alignment to:** • Program Goals • Guiding Principle Strands • Theoretical Framework • NC School Executive Principal Evaluation Rubric

Pre-Planning Year	<u>New DLI Principal Onboarding</u> (Program Pre-planning)
	• Program Vision/Mission
	  o Program Overview (Brief history and research)
	  o Program Goals
	  o Achievement Expectations
	  o Program Matriculation
	• Program Structures
	  o Design Models
	  o Benefits of the program
	  o Schedules/Language Allocation
	  o Instructional Practices
	  o Student/Family Recruitment
	  o Student Demographics
	• Supports, & Resources
	  o Curriculum Selection(s)
	  o Heritage Language Support
	  o Staff Training Practices
	  o DLI Staff Selection & Evaluation
		<u>Guiding Principal Strands</u>
		Strand 4: Staff Quality & Professional Development
		Strand 5: Program Structure
		Strand 7: Support & Resources
		
		<u>NC Principal Evaluation Rubric</u>
		Standard 1: Strategic Leadership
		Standard 2: Instructional Leadership
		Standard 4: Human Resource Leadership

Year 1	<u>Stakeholder Orientation & Support</u> (Program Implementation) (whole-school implementation approach)
	• Assessment & Accountability
	  o Baseline & Progress Monitoring Systems
	• Family & Community
	  o Recruitment Plan
		<u>Guiding Principal Strands</u>
		Strand 1: Assessment & Accountability
		Strand 2: Curriculum
		Strand 3: Instruction
		Strand 6: Family & Community
		
		<u>NC Principal Evaluation Rubric</u>

	o Program Education for Stakeholders
	• Curriculum
	    o Standards and Language Competencies
	    o Linguistic and Language Proficiency
	    o Aligned Assessments
	• Instruction
	    o Methodology, Pedagogy, and Strategies for Second Language Development
	    o Cultural Responsiveness
	    o Instructional Collaboration (DL & General Ed. Teachers)
	• Networking Learning Experiences
	    o Visitations to Quality Sustainable DLI Programs
	    o DLI Teacher Collaboration Sessions
		Standard 2: Instructional Leadership
		Standard 3: Cultural Leadership
		Standard 4: Human Resource Leadership

Year 2	<u>Program Implementation (continuation)</u>
	• Instruction
	    o Multilingual Learning Environments
	    o Separation of Language
	• Staff Quality & Professional Development
	    o Methodology, Pedagogy, and Strategies for Second Language Development (in-depth continuation)
	    o Cultural Responsiveness ``
	    o Student-Centered Practices
	• Family & Community
	    o Communication Processes
	    o Parent Involvement Plan
	• Supports, & Resources
	    o Common Planning-DL & English counterparts
	    o Routine DLI Meetings
		<u>Guiding Principal Strands</u>
		Strand 3: Instruction
		Strand 4: Staff Quality & Professional Development
		Strand 6: Family & Community
		Strand 7: Support & Resources
		
		<u>NC Principal Evaluation Rubric</u>
		Standard 4: Human Resource Leadership
		Standard 5: Managerial Leadership

Year 3	<u>Checks-and-Balances</u> (Program Progress Monitoring)	<u>Guiding Principal Strands</u>

	• Assessment & Accountability
	   o Proficiency Measurements
	   o Systematic Data Analysis Protocol/Process
	• Instruction
	   o Language Practice Opportunities
	   o Peer Modeling
	   o Balanced Language Arts components (alignment to language proficiency)
	• Staff Quality & Professional Development
	   o Data Analysis Strategies & Practices
	• Supports, & Resources
	   o Organizational Support
	   o Program Monitoring Refinement
		Strand 1: Assessment & Accountability
		Strand 3: Instruction
		Strand 4: Staff Quality & Professional Development
		Strand 7: Support & Resources
		
		NC Principal Evaluation Rubric
		Standard 5: Managerial Leadership
		Standard 6: External Development Leadership
		Standard 7: Micro-political Leadership

Year 4 & 5	Refinement of Systems/Processes:
	• Assessment & Accountability
	   o Accountability Infrastructure Evaluation
	   o Proficiency Measurements
	   o Program Advocacy
	• Staff Quality & Professional Development
	   o Assessment & Accountability
	   o Staff Evaluation Process (adaptation opportunity)
	   o Bilingual Language Proficiency
	   o Program Review & Improvement Learning Experiences
	• Networking Learning Experiences
	   o Local, State, and National Conferences for DLI Programming
	   o Local Job-Alike Collaboration Sessions
	• Family & Community
	   o Parent Advisory Structure
	   o Partnerships
		Guiding Principal Strands
		Strand 1: Assessment & Accountability
		Strand 4: Staff Quality & Professional Development
		Strand 6: Family & Community
		
		NC Principal Evaluation Rubric
		Standard 5: Managerial Leadership
		Standard 6: External Development Leadership
		Standard 7: Micro-political Leadership