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Pepperdine University

Graduate School of Education and Psychology

TRANSFORMATIONAL LEADERSHIP IN DUAL LANGUAGE IMMERSION
PROGRAMS;
EXPLORING SECONDARY SCHOOL LEADERS' PERCEPTIONS ON BEST PRACTICES
IN SOUTHERN CALIFORNIA

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor in Education Educational Leadership, Administration and Policies

by

Jordi Solsona-Puig

February, 2019

Molly McCabe, Ed. D. Dissertation Chair

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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ABSTRACT

Dual Language Immersion programs (DLI) were designed as enrichment programs, mostly implemented at the elementary level, that have been proven effective in improving achievement for all participant students. Research and practice review show that effective school leadership is quintessential in improving student. The purpose of this phenomenological study was to explore the perceptions of best leadership practices of Secondary Dual Language Immersion (SDLI) school leaders. Data was elicited using semi-structured face-to-face interviews from nine SDLI school leaders working in four different public school districts in Southern California. These leaders were selected by an expert sampling method, utilizing a double layer of inclusion criteria that ensured both leadership experience and school overall performance. The study employed the transformational leadership theory as a theoretical framework which helped elicit effective leadership practices within educational settings. The study examined SDLI leadership practices through the lens of program coherence, instructional quality, and equity at the secondary level. The findings indicated the emergence of five themes in leading SDLI programs, assembled in five specific roles with 36 leadership practices attached. Additionally, the study found a transversal relationship among all SDLI leadership practices that contributed to a shared program's vision. As a result, dual immersion requires extra layers of leadership to manage secondary programs due to increased levels of diversity and linguistic demands. Because of its challenges and specificities, Dual Language Immersion (DLI) programs may require unique leadership roles. The study resulted in seven conclusions regarding SDLI leadership practices. These include: developing trust and unity among stakeholders to develop a shared vision, implementing the five transformational leadership roles, addressing the complexity of SDLI programs, ensuring academic and linguistic

equity, enhancing program coherence, progress monitoring, and engaging stakeholder commitment. All in all, quality SDLI could potentially become exemplary programs nationwide that model equitable policies and practice due to high expectations, commitment, and enhanced achievement for all students in K-12 settings.

Chapter 1: Introduction

Background

Bilingual education has been a constant in the American educational system from its inception (Kloss, 1998; Olsen, 2015). Dual Language Immersion (DLI) is a model of bilingual instruction where students are immersed in a second, or target, language that is different from the mainstream language in the system. DLI and Two-Way Immersion (TWI) were developed as enrichment language programs that were first established in the United States in Dade County, Florida, in the early 1960s by Cuban migrants. Since then, they have evolved into highly effective instructional programs for all students (Collier & Thomas, 2004), implemented all across the United States (U.S.). DLI programs are considered especially effective in closing the achievement gap for all students. Especially effective for three groups: English Language Learners (ELL) (De Jong & Howard, 2009; Valentino & Reardon, 2015; Wilson, 2011), who represent the fastest growing population in the U.S. educational system; minorities (De Jong & Howard, 2009); and low socioeconomic status (SES) students (Lindholm-Leary & Block, 2010).

Though many forms of DLI exist, the three non-negotiable factors of well-implemented programs of dual language instruction are: (a) a K-12 commitment, (b) the separation of the two languages for instruction, and (c) a minimum of 50% of instruction in the non-English (target) language (De Jong, 2016). Other quality factors include an enrichment approach, balanced numbers of English speakers and English learners, literacy and content instruction in both languages (De Jong & Howard, 2009), and a duration of at least 6 years (Lindholm-Leary, 2005). Sandy-Sanchez (2008) added to this conversation the three non-negotiables for DLI programs at a secondary level, differentiating between middle and high school. These non-negotiable aspects

can be summarized as follows: instruction in language arts and core subjects in the target language, strict separation of languages of instruction, and K-12 commitment. The present researcher argues that another critical aspect of quality DLI is effective leadership. While several studies have correlated effective leadership with improved student outcomes (Leithwood & Jantzi, 2008; Waters, Marzano, & McNulty, 2003), others acknowledged that it was an indirect correlation (Lambert, 2003). Regarding DLI programs, effective leadership is either not highlighted enough (Howard, Lindholm-Leary, Sugarman, Christian, & Rogers, 2007), or not mentioned at all (Rocque, Ferrin, Hite, & Randall, 2016) as a definitive factor.

DLI program benefits are well researched (Thomas & Collier, 2003) and they enjoy a well-established tradition at a kindergarten and elementary levels, but as they progress into secondary levels, concerns about equity (De Jong & Howard, 2009; Fernández, 2016; Scanlan & Palmer, 2009), increased student diversity (Valdez, 1997; Genesee, 2016), language instruction (De Jong & Howard, 2009; Lindholm-Leary & Hernández, 2011), program articulation (Barr-Harrison, 1998; Bearse & De Jong, 2008; De Jong & Bearse 2012), minorities, and program coherence (Fullan & Quinn 2015; Mora, Wink, & Wink, 2001; Palmer, 2007; Valdes, 1997) have arisen. At this stage, leadership becomes crucial for the program's success and continuity.

Leadership on DLI programs have shown 'unique skills' (Feinberg, 1999; Rocque et al., 2016) and developed around building cohesion and coherence (Lindholm-Leary, 2005), leading instructional practices (Howard et al., 2007) and promoting equity (De Jong & Bearse, 2012; Genesee, 2014). This is how effective leadership is displayed in DLI programs, developing a shared vision on equity, where all stakeholders feel included. Leaders of DLI programs must not only be effective leaders, but also true advocates for biliteracy and multiculturalism. Their function as transformational leaders may be expanded at secondary levels, where coherence

based on increased articulation and a global approach is required to rethink the program, to involve all stakeholders, and to build the program's shared vision in the 21st century.

Dual Language Immersion (DLI) programs have been blossoming in California, despite the anti-bilingual environment propelled by Proposition 227, a controversial bill passed on the 1997 ballot (Callahan & Gándara, 2014; Emery, 2016; Wilson, 2011). Despite this policy being in place for two decades, an approximate 6% of elementary schools in California are applying DLI at an elementary level, and the numbers keep growing. There is a myriad research on DLI in recent years (See list of studies on the topic at the Center for Applied Linguistics -CAL, 2018b-), forging a fertile breeding ground for innovation. In a review of research about Dual Language Immersion, Fortune (2012) summarized the key findings, both on advantages and challenges. Among the findings in advantages, the author mentioned the academic benefits for all students, benefits in cognitive skills development, as well as economic and sociocultural benefits for multilingual individuals. Among the challenges, the study mentioned the difficulties of designing, implementing and providing adequate support. Additionally, other challenges mentioned were staffing and inadequate teacher preparation, diversity in language proficiency achieved, and a consistent use of the target language in class.

Moreover, there is no accurate accountability on the number of schools applying this type of program, its achievement outcomes, and harmonized best practices. These accountability challenges (Lindholm-Leary, 2012) become acute at a secondary level. If leadership is quintessential to the creation and upbringing of quality DLI programs, leadership traits and practices become even more crucial once these programs progress into the secondary levels. Transformational leadership, (Bass, 1990) may be the best option to promote accountability, quality instruction, as well as program coherence and articulation. Transformational leadership

traits were designed to build a shared vision, necessary to provide DLI programs with articulation and coherence as they move into secondary levels.

Answering a widespread demand, Proposition 58 was passed in 2016 in California, again favoring multilingual education and repealing the anti-bilingual Proposition 227. California classrooms hosted 1.3 million students that speak languages other than English at home in 2017. This new policy may change the landscape for bilingual education for decades to come, and propel the implementation of DLI programs at a secondary level.

Problem Statement

Proposition 58 in California was passed in 2016, authorizing non-English languages in public schools. This law effectively enacted bilingual education after decades of anti-bilingual policies in the state. Dual Language Immersion (DLI) programs have flourished as an enrichment (Baker, 2011) and quality type of instruction that have been successful in closing the achievement gap for all students (Collier & Thomas, 2004; Valentino & Reardon, 2015) from a multicultural perspective. Collier and Thomas (2004) presented their longitudinal findings of almost 20 years summarized in this research report, focusing on ELLs' outcomes in One-Way Immersion (OWI) and Two-Way immersion (TWI) programs, and 50:50 and 90:10 models. Comparing reading performance of more than two million students in the US, they concluded that immersion programs were astoundingly effective in closing the achievement gap for all students. Drawing data from a large urban district in California with a large EL population, Valentino and Reardon (2015) investigated the academic trajectory from elementary through middle school among EL students in four different instructional programs: Transitional Bilingual, English Immersion Developmental Bilingual, and Dual Language Immersion. The

study included data from almost 14,000 students through a longitudinal study of eight years. Most of these enrichment DLI programs have been implemented in elementary schools.

Naturally, DLI programs evolve as they progress to secondary school, where fewer DLI programs exist (Barr-Harrison, 1998; Montone & Loeb, 2000). Consequently, there is limited research on how to develop and sustain these types of programs at a secondary level (Bearse & De Jong, 2008). Effective July 2017, Proposition 58 may boost the number of DLI programs implemented nationwide, since it ends the ban on bilingual education in California. A new period favoring bilingual instruction may ensue, and an exponential increase in bilingual programs is expected.

With this increase, policy makers, districts and school leaders may need to know what best leadership practices are needed at a secondary level. Research and practice review shows that effective school leadership is quintessential in improving student achievement. Marzano, Waters, and McNulty (2005) conducted a meta-analysis of the research on school leadership covering a span of 35 years, from 1978 to 2001, asserting that effective leadership and effective schools have a great effect on student achievement. Similarly, most of the research on leadership in DLI programs hinge on equity, coherence, and quality instructional practices. In that sense, the transformational leadership theory (Bass & Riggio, 2006) provides with the foundations of effective leadership by best profiling leadership practices to develop a shared vision for DLI programs. This type of leadership and its traits and practices are described in detail in Chapter Two.

Accordingly, these leadership practices may be instrumental in shaping the future of secondary DLI programs as they progress to higher grades, as well as to keep their original spirit as multicultural, enriching, and equitable programs. Therefore, there is a need to understand the

leadership perceptions of secondary DLI school leaders' best practices to develop a shared vision by promoting equity, improving coherence, and leading quality instruction. This researcher planned to identify successful secondary DLI programs using public records on students' performance, and then analyze the school leaders' perceptions of best leadership practices. Key aspects, such as the levels of English Learners status and socioeconomic status, are part of these selection criteria detailed in Chapter Three.

Purpose Statement

The purpose of this phenomenological research study is to explore the perceptions of secondary Dual Language Immersion school leaders on best practices to develop a shared vision through the promotion of equity, the enhancement of quality instruction, and the improvement of coherence in Southern California.

Research Questions

How do secondary school leaders describe their perceptions of the best leadership practices to develop Dual Language Immersion programs in Southern California?

- a. What leadership practices, if any, do school leaders in secondary DLI programs believe helped promote equity in their DLI programs?
- b. What leadership practices, if any, do school leaders in secondary DLI programs believe helped enhance quality instructional practice in their DLI program?
- c. What leadership practices, if any, do school leaders in secondary DLI programs believe helped improve coherence in their DLI program?

Theoretical Framework

From a social constructivist worldview, the main objective of this research is to understand and analyze the best leadership practices in Dual Language Immersion programs at a

secondary level. In doing so, the transformational leadership theory (Bass, 1999) is used as a framework to guide the research. This perspective was adapted to educational leadership by Leithwood and Jantzi (2006). In this study, 655 primary schools and 2290 teachers of the United Kingdom were surveyed regarding transformational leadership on teachers' motivation, capacities, works settings, and their classroom practices as well as student overall achievement. From this adaptation, three categories subdivided into nine dimensions emerged in educational settings:

1) Setting directions: (a) building school vision, (b) holding high performance expectations, and (c) developing specific goals and priorities.

2) Developing people: (a) intellectual stimulation, (b) offering individualized support, and (c) modelling desired practices and values.

3) Redesigning the organization: (a) creating structures to foster participation, (b) developing a collaborative culture, and (c) creating productive community relationships.

In the next section, these and other aspects will be explored and the importance of this study is delineated.

Importance of the Study

This study's findings could potentially benefit students, teachers, school leaders, and districts that are implementing Dual Immersion Programs at secondary levels. The importance of this study is determined by the increasing numbers of students having a native language other than English in the U.S. educational system, especially in Southern California. In 2017, 43% of California students spoke a language other than English at home, and 22% of these students were classified as ELL (84% of ELL students were Spanish speakers).

It was important to conduct this study at this time because of the fast growth of ELL students in the system, the growing popularity of DLI programs (Lindholm-Leary, 2012), the passing of Proposition 58 in California favoring bilingual education, and the need to improve coherence, equity, and quality instruction in the programs in order to develop a shared vision as DLI programs progress at the secondary level.

Despite the continued expansion of DLI (Lindholm-Leary & Block, 2010), a lack of accurate databases and precise accountability still exists in their outcomes. The findings of this study could be utilized to assist DLI leaders and administrators who are seeking to develop and sustain the program implementation and outcomes, while keeping equitable practices, improving instruction, and enhancing coherence within the program. This study will potentially add to existing literature because very few studies on transformational leadership have been encountered that apply to language programs at a secondary level. In the next section, the key terms used in this study are defined.

Definition of Key Terms

Articulation. Horizontal or vertical, articulation refers to the steps to unify actions, beliefs, and conceptual frameworks to coordinate responses within institutions (Christian, 1996).

Bilingual education. A conceptual umbrella under which different programs are using two languages of instruction. Baker (2011) defines strong and weak bilingual programs. Strong Bilingual programs are characterized by a philosophy acculturation through additive bilingualism, the goal of which is enrichment with both native language (L1) and second language (L2) being well balanced, aiming to create biliterate and bicultural students. Dual Immersion programs are the strongest representation of strong programs (Baker, 2011). García,

& Lin, (2017a) pleaded for an extended definition of Bilingual Education in order to adapt to the modern language practices.

Coherence. According to Fullan and Quinn (2015) and his coherence framework for educational change, coherence “consists in the shared depth of understanding about the purpose and the nature of the work” (p.18). It consists of four components: focusing direction, cultivating collaborative cultures, securing accountability, and deepening learning. By definition, it goes beyond simple vertical or horizontal articulation, “structure and strategy is not enough... The solution requires individual and collective ability to build shared meaning, capacity and commitment to action” (p. 25). It becomes a sort of unifying philosophy of action towards a shared vision and change.

DLI school leaders. According to the CDE (2018d), “Administrators at site, district, regional and state levels are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers” (paragraph 2). The leaders in California are assessed regarding the following standards: developing and implementing a shared vision, instructional leadership, management and learning environment, family and community engagement, ethics and community engagement, external relationships, and policy. DLI administrators are leaders at a school or district level exercising the above mentioned characteristics. For the purpose of this study, DLI school leaders are defined as principals, assistant principals, teacher specialists, department heads or program directors in districts that would meet the selection criteria established in chapter Three.

Emerging bilinguals. A more inclusive approach to English Learners, this depicts any student who is exposed to instruction in two languages, regardless of their L1. It represents a conceptual shift beyond the English Learner paradigm, where every student is learning a second

language (García, Kleifgen, & Falchi, 2008). English Language Learners (ELL) were first described as English Limited Proficiency (ELP) in the Bilingual Education Act (BEA, 1968), and kept this denomination under the No Child Left Behind (NCLB, 2001) Act. Under the last education law Every Student Succeed Act (ESSA, 2015), the denomination changed into English Learners. Generally, the concept refers to students whose native language is other than English in K-12 (Gándara & Escamilla, 2017).

Equity. Etymologically speaking, equity (from Latin *aequus*) means equal. Equity entails the pursuit of equal rights, fairness or justice. The concept of equity appears at the core of Dual Language Immersion, as it was embedded in its foundational motivations. Genesee & Lindholm-Leary (2007). stated that Dual Language Immersion programs “emerged in the 1960s in Canada and the U.S.A. as responses to national issues of equity and diversity” (p. 263).

Instructional practices. Defined as the actions in school settings to design, implement and assess learning. There has been a controversy in differentiating the term instruction, more concrete and oriented to specific actions, from the term education as more general concept that includes every activity that entails social learning. In pedagogy, the intentional design and guidance of learning activities becomes known as instruction. Instruction is a set complex activities, formed by layers of composite parts. (Newmann & Wehlage, 1993).

Latino or Hispanic. This study refers to Latino or Hispanic indistinctly, depicting a cultural group within the U.S. descending from Spanish-speaking countries, especially from Latin America. (Encyclopaedia Britannica, 2018).

Leadership practices. Leadership practices are the main variable of this study. This concept refers to leadership actions, planning, interventions or any other behavior implemented by school leaders, based in philosophic and moral principles in order to manage instructional

change. The main assumption in this study is that quality secondary Dual Language Immersion programs unfold the best leadership practices to promote equity, improve coherence, and enhance instructional practices to develop a shared vision.

Propositions 227 and 58. When proposition 227 passed in 1998, known as English Language in Public Schools, it aimed to prioritize instruction only in English language or English only immersion, limiting the time to one year for English Learners in special classes, and banned almost every bilingual program in existence. After almost 20 years of anti-bilingualism policies, in 2016 Proposition 58 was passed in California, repealing many aspects of Proposition 227. Also known as SB 1174 or English Language Education (CLI, 2018), the law authorized school districts to implement dual immersion programs for non-natives and natives, and ensured the rights of English Learners to have effective ways to become proficient in English.

Shared vision. One of the key missions of educational leadership is that it unifies meanings from a culturally respectful position, involving all stakeholders in partnership in the process of managing change. This goal becomes not only an objective by itself, but also a philosophy for educational leaders, in constant building of the future in a multicultural society (Lambert, 2002; Marzano et al., 2005; Roueche, Baker & Rose, 2014)

Target language. the language chosen to be the main language of instruction in TWI programs (Howard et al., 2007).

Transformational leadership. (Bass & Riggio, 2006) is a type of leadership where a leader works with all stakeholders identifying the needed change, creating an inspirational vision, and implementing change in combination with all team members.

Transversality. In this study, the concept of the transversality refers to a specific quality of SDLI leadership best practices. Although each of the three sub-variables (equity, instructional

practices, coherence) appeared consistently as an independent construct in the study, almost all leadership practices also appeared to be intertwined, in other words, applying transversally to SDLI school leaders' actions. This characteristic entails a systemic approach to leadership.

Two-Way Immersion or TWI. (also known as Dual Language Immersion -DLI- Programs) Learning method consisting of a balanced use of a second language (target language) to enhance instruction of languages, as well as keeping instruction in the mainstream language of a given educational system. In these programs, two types of students are enrolled: native students (in the U.S., English speakers) learning a second language, and target language native students. There are multiple types of immersion programs (Baker, 2011), but in California, two types are most common: 90:10 (percentage of instruction in L2:L1) and 50:50, the numbers referring to the percentage of instruction in each language. Some programs are progressive and from an early age, while others are fixed and/or late adult immersion.

Delimitations

Three elements delimited this study: (a) geographic scope, (b) dual immersion programs at a secondary level, and (c) population sample and selection criteria. The first delimitation was expressed in the selection of DLI school leaders implementing language programs in Southern California. The second delimitation was to confine the study to a particular model of language immersion known as Two-way or Dual Immersion programs at a secondary level, sought as the most promising and effective form of them all (Baker, 2011; Heller & Gerwin, 2016; Montecel & Danini, 2002). The third delimitation, the population sample and selection criteria, was mediated by lack of accountability for DLI programs, with no updated database on program implementation, outcomes, and contact information for DLI school leaders. School leaders not meeting the criteria established in Chapter Three will not be considered for the study.

Limitations

This study has four limitations: (a) the focus on transformational leadership, (b) the efficiency of DLI programs, (c) the sample size, and (d) the twofold assumption that DLI school leaders are truthful and knowledgeable. The first aspect that limited this study was focusing on transformational leadership. This style of leadership is well researched and enjoys a plethora of empirical evidence of its implementation. However, there was little or no evidence of this leadership style applied to immersion programs at a secondary level. In addition, becoming a transformational leader may be part of being an effective leader of any type of school/program, not only DLI programs. As well, DLI programs may not need a discriminated or special leadership profile to be effective. The second aspect that limited this research was the efficiency of DLI programs. This study might have overestimated the efficiency of DLI programs, as there is no unambiguous agreement that these types of programs are superior to others in terms of achievement, closing the learning gap or academic, cognitive, social or cultural benefits. The third limitation resulted in a restrained ability to infer across the DLI school leaders at a secondary level due to population sample size restricted to at least six individuals. Also, there is an issue with accountability of DLI leaders, which has no specific database or a specific set of effective practices in place. The existence of multiple types of programs and DLI implementations at a secondary level may hinder its generalizability. Finally, there was the double assumption that all secondary DLI school leaders interviewed responded truthfully and were knowledgeable individuals of best leadership practices. As a consequence, this study may have limited replicability and generalizability.

Assumptions

This study assumed the following: (a) Leadership best practices in secondary DLI programs had a positive effect in its effectivity, equity, coherence, and instructional practices favoring an enhanced student's outcome, (b) There was a need to delineate a leadership profile best suited to DLI programs' needs at a secondary level from a shared vision perspective, (c) Perceptions of experienced DLI school leaders would help build a body of best practices, (d) DLI leaders were invested in maintaining/improving the implementation of these second language programs at a secondary level, (e) The participants were willing to contribute honestly and truthfully, (f) Instruments to collect data were used in a valid and reliable manner and, (g) Its interpretation of data had been accurate and faithful to participants' perceptions.

Organization of the Study

This study has been organized in five chapters. Chapter One includes the background, problem and purpose statement, importance of the study, research questions, definition of key terms, delimitations, limitations, and assumptions. Chapter Two reviews the literature on bilingual education and leadership, especially for Dual Language Immersion programs and transformational leadership. Key focal points such as coherence, equity, and instructional practices were analyzed in the literature to develop a shared vision of DLI leadership at a secondary level. Chapter Three depicts the study design and methods, plus the rationale behind it. Chapter Four analyzes the data and presents the findings of this study. Finally, Chapter Five offers a summary of the discussion as well as the study's conclusions.

Chapter 2: Literature Review

Theoretical Framework

This chapter presents a synthesis of literature review and will profile the main foci of this research study. Chapter Two starts with a description of the theoretical framework. Then, a twofold focus is developed. The first focus unfolds as an overview of education and language in the United States, narrowing it down to bilingual education policies, and especially dual language immersion features. In addition, the core concepts of the study are identified: equity, coherence, instructional quality to develop a shared vision in connection with dual language immersion programs. The second focus of the literature conducted in this dissertation draws from the constructivist paradigm, since it aims to understand a given reality from a qualitative approach, building meaningful data about best practices in secondary DLI programs from multiple participants. Social constructivism was first illustrated by the works of Mannheim, Berger and Luckmann in 1967 (Creswell, 2014). Social constructivists strive for understanding the subjective meanings and experiences of the world they live in. The study is also indebted to the pragmatic worldview, since it departs from a problem centered situation, with a realistic approach to pluralistic practices (Creswell, 2014). In addition, this study encompasses certain theoretical assumptions that are intimately related to the research topic. The main assumption is that secondary DLI programs need the foundation of the best leadership practices to promote equity, improve coherence, and lead instructional practices to develop a shared vision. As masterfully summarized by Creswell (2007), the research process unfolds as follows:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem,

qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and the complex description and interpretation of the problem and it extends the literature or signals a call for action. (p. 37)

This study is presented through the lens of the transformational leadership theory profiled by Burns in 1978 (Bass, 1999), especially as applied to educational settings (Leithwood & Jantzi, 2006). Furthermore, this framework aims to investigate the best practices in Dual Language Programs (Howard et al., 2007) at the secondary level.

The core concepts explored in this endeavor to understand DLI best practices are coherence, or in other words, instructional practices to develop shared vision. Additionally, a key theoretical assumption that DLI programs embraced equity from its inception is implied. Even though they are not explicitly evidenced in this study, other key assumptions are that Dual Language Instruction embraces second language acquisition principles (Krashen, 2005; Cummins, 2008) and implies social justice as defended by critical theory (Freire, 2004).

The original transformational leadership theory was enhanced to a full range leadership (Bass & Riggio, 2006) that delineated a leadership continuum evolving from a passive/ineffective leader (described as avoidant or laissez faire), to a transactional leadership, and finally to a more active/effective transformational leadership (see Figure 2). The measurement of this type of leadership corresponded to the analysis of nine factors, the last five being the pure transformational facets known as the five I's (Avolio & Bass, 2002; Bass & Riggio, 2006; Marzano et al., 2005): Idealized Attributes (IA), Idealized behaviors (IB) ,

Inspirational Motivation (IM), Individualized Consideration (IC), and Intellectual Stimulation (IS).

In depicting transformational leadership in educational settings, Leithwood and Jantzi (2006) established three main categories, which were in turn subdivided into nine more specific dimensions or factors explained as follows:

1) Setting directions: (a) building school vision: helped in clarifying the reason for implementing a strategy in the long run, building a school wide vision; (b) holding high performance expectations: demonstrated high expectations for both teachers and students; (c) developing specific goals and priorities: provided useful assistance to teachers in setting short term goals for specific teaching and learning activities.

2) Developing people: (a) intellectual stimulation: encouraged new ideas, innovations, to help implement instructional practices; (b) offering individualized support: provided individual support to help implement strategies and educational actions; (c) modelling desired practices and values: modelled a high level of professional practice in relation to any given strategy.

3) Redesigning the organization: (a) creating structures to foster participation in school decisions: created conditions in the school or district which allow for wide participation in decisions about the future of the program or organization; (b) developing a collaborative culture: encouraged collaborative work among staff and community; (c) creating productive community relationships that helped developing good relationships with parents and the community, as a integral part of the school efforts to respond productively.

In addition to the transformational leadership factors and dimensions, this study also draws from the coherence framework in education (Fullan & Quinn, 2015). In their book, the authors established four components necessary to build coherence for educational change: (a)

focusing direction; (b) cultivating collaborative cultures; (c) securing accountability; and (d) deepening learning. Each of these four factors, called the right drivers in education, act cohesively to manage change effectively.

In the search of DLI best practices, Howard et al., (2007) described the guiding principles that quality DLI programs should address as divided in seven categories or strands: (a) instructional practices; (b) qualified and experienced staff with professional development available; (c) high quality materials and resources; (d) well designed curriculum; (e) program structure; (f) family and community involvement, support, and resources; and (g) consistent assessment and accountability. Although effective leadership is only mentioned in strand five, the comprehensive literature review and the clarity of the principles provide an in-depth analysis for DLI programs. To complete the conceptual review, five studies depicting specific leadership features such as factors, responsibilities, roles, skills, dimensions, and elements have been compared and contrasted from different perspectives.

Education and Language in the United States.

With the approval of a brand-new education law, Every Student Succeed Act (ESSA, 2015), the United States of America established the educational goals for the next decade. Simultaneously, it constituted the latest attempt to face the well-known challenges of the American educational system identified three decades earlier (Gardner, 1983): increased international competition, shared learning standards for every state in the Union, closing learning or achievement gap, lower dropout rates, lower Scholastic Aptitude Test (SAT) average scores, and fast growing numbers of non-native speakers in the system (Ravitch, 2016). Different programs have attempted to close the learning gap of non-native speakers or English Language Learners (ELL). According to different longitudinal studies, Dual Language Immersion (DLI) or

Two-Way Immersion (TWI) programs have been one of the most promising for ELL students (Montecel & Danini, 2002), and most effective in closing the learning gap and enhancing achievement for all students (Collier & Thomas, 2004; Valentino & Reardon, 2015).

To contextualize this study, it is important to understand that the United States has had conflicting policies with regard to language and education, and it becomes even more controversial when the subject of discussion is bilingual education (Garcia & Lin, 2017a). The last chapter of these back-and-forth policies was in 2016 in California, when after 20 years of anti-bilingual education policies, Proposition 58 was passed favoring bilingual education and repealing the anti-bilingual Proposition 227. A plethora of political, social, and economic considerations emerge when language and education are included in the same sentence in the United States. Above all, questions raised in this matter revolve around multilingualism, equity, social justice, quality of instruction, and literacy. Let us begin to examine this controversy surrounding language and education with a bilingual education historical review.

Bilingual education; historical overview. Throughout history, bilingual education has been highly polarized. Sociologists have contended that, before cultural or social interests, political and economic interests have predominantly shaped educational systems: “Historically, American education served both political and economic needs, which dictated the function of education” (Zgourides & Zgourides, 2000, p.144). Politics and the concepts of immigration, education, and language have been intimately intertwined from the inception of the United States. During the time of the 13 colonies in the 18th century, German, French, Dutch, Swedish, and Polish were common spoken languages (Gándara & Escamilla, 2017). Nonetheless, it was only in 1785 that the Land Ordinance passed by the Continental Congress first mentioned public education by granting public lands for this purpose. Although the original U.S. Constitution

never established an official language or public education as a citizen right, the first presidents' policies urged the establishment of national universities and federal involvement in public education funding. With the expansion of the nation from coast to coast following Manifest Destiny, and the immigration waves of the 19th and 20th centuries, speakers of other languages like Chinese-including Cantonese, Mandarin, and other Chinese languages-, Arabic, Korean, Tagalog, Vietnamese, or Spanish grew in the nation (Ryan, 2013). Multilingualism has been a historical and educational, albeit controversial, reality in the United States of America.

Likewise, the language of instruction has been controversial due to incomplete or nonexistent laws, allowing more room for interpretation. As a matter of fact, up until today, the United States lacks an official national language by law (U.S. Constitution, 2017). Due to a variety of reasons, the political attempts to establish English as the nationwide official language always ended up in a cul-de-sac. Conversely, in 1986 California passed Proposition 63 instituting English as the official language of the state, and consequently, for its educational system as well. Yet again, the reality of education in the Golden State demonstrates the paradox between political desire and the historical reality of the American West. Indeed, the bilingual phenomenon has been a constant in California for centuries. Multiple Native American tribes with their varied languages populated the state long before the Spanish *conquistadores* bestowed a community of numerous Spanish speakers that led to the *rancho* culture, decades before California's statehood (Starr, 2007). A closer look at the 20th century laws and regulations best exemplifies this controversy about the language of instruction in schools as an old topic.

As early as 1968, the needs of Limited English Proficiency (LEP) or ELL students were recognized at the federal level with the Bilingual Education Act (BEA), or Title VII of the Elementary and Secondary Education Act (ESEA). However, numerous controversies

surrounded its application over time. In its origins, bilingual instruction developed in the form of remedial programs. The vast majority of these programs lacked focus on quality (Harris, 2012) and effectiveness (Wilson, 2011). Subtractive bilingualism was the theory underlying this early approach. The goal was to help transition non-native speakers to the English mainstream class as soon as possible through the implementation of a number of remedial programs: English as a Second Language (ESL), Push-in and Pull-out, Submersion, and Transitional Bilingual Education (TBE) (Wilson, 2011). Consequently, the results were poor and uneven (Harris, 2012), forcing students to academically succumb or succeed. After years of application of bilingual education secured by 1968's BEA, the results were unbalanced. A large number of ELL students were not closing the learning gap and were underperforming on English tests. The U.S. Department of Education report "A Nation at Risk" (Gardner, 1983) signaled English Language Learners as one of the main issues facing the educational system. In California, historian Kevin Starr (2007) explained very well the convoluted situation:

California schools were considered among the best in the nation, and tests scores proved it. But by 1990s, California has dropped to the lowest rankings in terms of score and dollars spent on K-12 education. Was this high percentage of expenditure a sign of failure, some were asking, or the inevitable result of the work that the public schools of California were performing on behalf of the rest of the nation in assimilating millions on non-native English speakers into American life? (p.335)

In the 1990s, amidst an anti-immigration wave, Proposition 227 supporters in California blamed bilingual education as a whole for this failure, eliminating effective and ineffective bilingual programs indiscriminately. As a result, in 1998 Proposition 227 was passed aiming to limit bilingual education. During the 1990s, some states joined this anti-bilingual movement

(Proposition 203 in Arizona, Question 2 in Massachusetts) while others rejected bilingual restrictive laws (Amendment 31, Colorado). In 2001, the No Child Left Behind Act (NLCB) included Limited English Proficient students (LEPs) or English Language Learners (ELLs) as one significant subgroup for accountability. But the truth was that, after Proposition 227's approval, standardized tests scores from 2003 to 2010 showed that the gap between English learners and all students had increased (Hakuta, Butler, & Witt, 2000). As well, De Valenzuela, Copeland, Qi, & Park (2006) in a study of a southwestern district, suggested that students from minorities and English learners were disproportionately represented in special education services, and consistently being placed in segregated settings.

Meanwhile, while some states banned remedial programs such as Transitional Bilingual Education -TBE- (Wilson, 2011), enrichment bilingual programs like dual language immersion flourished. Their goal was to create biliterate and bicultural students. They were known as Dual Language Immersion (DLI) or Two-Way Immersion (TWI) programs, and were branded as highly effective programs for English Learners in the long run (Collier & Thomas, 2004; Goldenberg, 2008; Valentino & Reardon, 2015). The downside of these enrichment programs was that the students needed between four to nine years to be successful and to overcome the achievement gap (Dixon, 2012; Hakuta, Butler, & Witt, 2000; Hamilton & Krashen, 2006). The theory underlying these dual immersion programs is known as additive bilingualism, which states that early instruction in the native language seems to be more beneficial, (Goldenberg, 2008; Hamilton & Krashen, 2006) for ELL students. Additionally, research suggests that in the long term, bilingual students in dual immersion programs outperform their peers in English immersion (Cobb et al., 2009; Collier & Thomas, 2004; Dixon, 2012; Hughes, Im, Kwok, Cham, & West, 2015; Valentino & Reardon, 2015).

Analyzing the 20th century jurisprudence in education in the United States, different lawsuits reveal the evidence of a tumultuous history in fighting for bilingual education policies with regard to equity and equal access (Olsen, 2015):

- 1923 Meyer v. Nebraska determined that anti-German laws and decrees in 21 states violated the 14th amendment in prohibiting the teaching of any subject in a non-English language.
- 1947 Mendez v. Westminster School District of Orange County stated that it was unconstitutional to segregate Mexican-American students to attend separate schools in Orange County.
- 1973 Keyes v. Denver School district established that Denver schools intentionally pursued the segregation of Mexican-American Students.
- 1974 Lau v. Board of Education held that San Francisco schools failed to provide equal access to Chinese students who did not speak English.
- 1982 Plyler v. Doe flattened anti-immigrant decrees to charge tuition fees to unauthorized immigrant students. This case affirmed the rights of undocumented students to attend public schools in the nation.

When in 1998 Proposition 227 in California, also known as English Language in Public Schools, achieved a 62% acceptance (U.S. Congress, 1998), it defined as "Limited English Proficient" (LEP) the non-native students that are taught in California. The law wanted to solve the issue of limited proficiency in English of non-native speakers in the educational system. These students are also frequently labeled as English Language Learners (ELL), but recently a more inclusive concept of emerging bilinguals has been proposed in research (García et al., 2008). In summary, Proposition 227 aimed to:

- Require California public schools to deliver instruction to LEP students in special classes overwhelmingly in English.
- Keep LEP students in special classes no longer than a year.
- Essentially eliminate all bilingual programs in the state, mandating that all LEP students should move to regular classes when proficient in English and within a one-year limit.
- Require the state government to fund English classes for adults who promise to tutor LEP students in the amount of \$50 million annually for ten years.

The ban on bilingual education in California and other states cannot be understood without the structural and political dimensions (Bolman & Deal, 2010). The authors contended that conflict can be avoided when goals are clear and cause-and-effect relations are well understood structurally. As well, the political frame states that groups of interest can create conflict when goals and values are not aligned. Concerns about equity, equal access, equal protection and freedom of choice for some ethnic groups in relation with Proposition 227 and other similar policies have been raised in the past, and are addressed in later sections. According to different authors (Ravitch, 1997; Wilson, 2011), the first policy on Bilingual Education (BEA, 1968) was a political approach intended to help mostly Hispanic children to learn English. In that sense, bilingual education programs were an early response to a multicultural society where a high percentage of the students in the nation spoke other languages than English at home. Conversely, Proposition 227 was enacted to favor cultural assimilation, where ethnic minorities are bound to be molded into the dominant culture.

Proposition 227 passed despite the fierce opposition of the major educational associations in the state. The most spirited supporters were Ron Unz, a Silicon Valley entrepreneur, and

Gloria Mata Tuchman, a Santa Ana teacher. The most courageous opponents were the California Teachers Association (CTA), A. Jerrold Perenchio, and multiple educational associations, including the California Association for Bilingual Education (CABE). Proposition 227 was designed to teach all Limited English Proficient (LEP) in special classes taught predominantly in English, limiting the time that most LEP stay in those classes to no more than a year. After a long political battle, the passage of Proposition 227 in California almost eliminated bilingual education in the state. All in all, efficient and inefficient bilingual programs (see Table 1) were prohibited altogether, favoring only English Immersion. ELL parents may have been granted a waiver if they had requested bilingual instruction, but just one third had demanded such an exception.

Table 1.

Strong and Weak forms of Bilingual Education.

Type of Program	Weak Forms of Bilingual Education *			
	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
SUBMERSION (Structured immersion)	Language Minority	Majority Language	Assimilation	Monolingualism
SUBMERSION with withdrawal classes / sheltered English	Language Minority	Majority Language with pull-out L2 ** lessons [held in a different location]	Assimilation	Monolingualism
SEGREGATIONIST	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism
TRANSITIONAL	Language Minority	Moves from Minority to Majority Language	Assimilation	Relative Monolingualism
MAINSTREAM with Foreign Language Teaching	Language Majority	Majority Language with L2/FL ** Lessons	Limited Enrichment	Limited Bilingualism
SEPARATIST	Language Minority	Minority Language (out of choice)	Detachment / Autonomy	Limited Bilingualism

(continued)

Strong Forms of Bilingual Education				
Type of Program	Typical Students	Languages used in the Classroom	Educational/ Societal Aim	Language Outcome
IMMERSION	Language Majority	Bilingual with initial emphasis on L2 **	Pluralism / Enrichment	Bilingualism & Biliteracy
MAINTENANCE / HERITAGE LANGUAGE	Language Minority	Bilingual with emphasis on L1 **	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
TWO-WAY / DUAL LANGUAGE	Mixed Language Majority & Minority	Minority & Majority	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy
MAINSTREAM BILINGUAL	Language Majority	Two Majority Languages	Maintenance / Pluralism / Enrichment	Bilingualism & Biliteracy

* In some cases, the weak forms of bilingual education may actually be monolingual forms of education.

** L2 = [Students'] 2nd Language, L1 = 1st [or native] language, FL = Foreign Language.

Note. Source adapted from *Understanding bilingual education 2: Analyzing types of bilingual education* by

McCarthy, S. (2012). Retrieved from www.childrenresearch.net, paragraph 3. Copyright by McCarthy (2012).

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The guiding values behind Proposition 227 were to provide a better instruction for ELL students while closing the learning gap. Although this was a noble cause, some of the basic premises were flawed (Parrish, Linqunti, Merickel, Quick, Laird, & Esra, 2006). For instance, Proposition 227 supporters believed that instruction for ELLs must happen exclusively in English. Results and research do not support this affirmation (Goldenberg, 2008; Hamilton & Krashen, 2006; Krashen, 2005; Thomas & Collier, 2003). Other aspects to consider are the competing values behind Proposition 227. Proposition 227 supporters attributed academic English preponderance over other academic languages to serve ELLs, in other words, favored monolingualism. Clearly, Proposition 227 advocates valued and supported English immersion only. Meanwhile, its opponents valued a multilinguistic and multicultural approach to education;

any academic language well taught can be equally effective and is a valid form of instruction. As stated before, this approach has been reinforced by educational research literature.

Eventually, in the 2010s, Proposition 227 opponents gained momentum and succeeded in partially repealing it with Senate Bill 1174 or Proposition 58. Particularly, a group called Californians Together has gained power and influence in the state. Senator Ricardo Lara (33rd district) exercised the political leadership necessary for the California Multilingual Act to be passed. There existed clear connections between these efforts and the vindications of a growing Hispanic population in the U.S., despite Ron Unz's efforts to disengage his support of Proposition 227 from the anti-immigration waves. Some authors have interpreted a violation of the Equal Protection Clause (Johnson & Martinez, 1999) or an attack to the Latino community (Cuevas, 2012). This interpretation of the policy is similar to the action of previous lawsuits in defense of equity and equal access.

However, the need to address ELL students was still there. Dual immersion or Two-way enrichment programs have been seen as an adequate response to this need (Heller, & Gerwin, 2016). These programs have overcome the ban from Proposition 227, but it was most likely because they served ELLs and non ELLs at the same time. Finally, on September 2014, the Governor of California, Jerry Brown, signed Senate Bill 1174 to repeal parts of Proposition 227 on the November 2016 ballots. The bill was passed with an overwhelming 76% rate of approval. As a result, multilingual education in public schools was restored on July 1st, 2017. This law has also been known as California Multilingual Education Act or English Language Education. (CLI, 2018).

The outcomes and impact of Proposition 227 are still studied today, and, of course, have been controversial. To start with, the intended goal for ELL students to receive instruction

“overwhelmingly in English” as a temporary transition period into the mainstream classes is not realistic. Firstly, because of the loose interpretation of the concept “overwhelmingly in English”, the implementation of the policy has resulted in radically different scenarios (Parrish et al., 2006). The scenarios ranged from districts dismantling all their bilingual programs while others claimed to have 51% of their instruction in English (and the rest of instruction time in other languages). In addition, it takes a minimum of five years for an ELL student to transition into mainstream English (Dixon, 2012; Hamilton & Krashen, 2006). Finally, the last provision for Community Based English Tutoring (CBET) annually funded with \$50 million produced a dubious implementation with almost no accountability.

The first target of Proposition 227, that all ELLs stay no more than a year in special classes, has not been accomplished and contradicts every single educational study. However, the law was successful in reducing bilingual instruction: students receiving some sort of bilingual educational declined from 30% to 8% by 2006 (Parrish et al., 2006). Proposition 227 was not successful in closing the learning gap for English learners. Even though the first five years of tests scores from ELL improved minimally, there was no evidence that English immersion for ELL students was more effective than bilingual programs (Parrish et al., 2006). To be fair, there is no conclusive evidence which system is better, whether Dual Immersion or English Immersion (Hamilton & Krashen, 2006). Still, Proposition 227 had not helped in increasing the number of ELLs reclassified to fluent English after 10 years of instruction, but increased the overall number of students transitioning to proficient English. Another goal of the policy, the Community-Based English Tutoring (CBET), has suffered an ambiguous implementation and its impact has been difficult to evaluate.

On the positive side, one of the consequences of Proposition 227 was that the new bilingual immersion programs focused on quality (Howard et al., 2007). Parents who wanted to enroll in two-way or dual immersion enrichment programs were granted a waiver to continue bilingual instruction, increasing parent commitment. Another positive outcome has been that this and other policies have cast a spotlight on California ELLs and how to improve their instruction (Parrish et al., 2006). This fact became even more true, especially after the passing of the No Child Left Behind Act (NCLB, 2001), when ELL students were included as an important subgroup for accountability. Furthermore, NCLB required English learners to reach English language proficiency within five years. Again, it is important to point out that research established that, as an average, it takes from four to seven or nine years for ELLs to reach that level (Dixon, 2012). Finally, still on the positive side of the policy, the scholarly research about bilingual education increased dramatically during the years after its implementation.

In July 2017, the new Proposition 58 or Senate Bill 1174 (CLI, 2018) was scheduled to be implemented. Its effect on the California public school system is still to be determined. At the time of this study, the senate bill was only months into its application. In summary, Proposition 58 aimed to:

- Establish a requirement for school districts to seek parent and community input in developing language acquisition programs to guarantee English acquisition as quickly and effectively as possible.
- Authorize school districts to institute dual immersion programs for native and non-native English Speakers.
- Require that public schools ensure students become proficient in English.

- And require that school districts provide English Language Learner (ELL) students or emerging bilinguals with a choice of transitional, developmental and structured English immersion programs.

Ultimately, the idea of Proposition 58 repealing many aspects of the anti-bilingual proposition 227 might not represent a huge change in the Californian mentality regarding bilingualism in education. According to Citrin, Levy and Wong (2017):

Despite rapid demographic and cultural change in the state, voters remain largely opposed to multiculturalism as manifested as cultural maintenance via language. Neither racial/ethnic shifts nor changes in partisan dominance in the state are sufficient to explain why California overturned its own earlier vote about bilingual education.

Californians have not become dramatically more open to “hard” multicultural policies or become far less demanding of assimilation than they once were. However, Californians appear to be quite open to the idea of bilingualism as a practical economic strategy, with many accepting the realities of globalization. (p.10)

Definitively, California educational policies and initiatives are advancing towards bilingualism and multiculturalism. In his initiative ‘Global California, 2030’ (CDE, 2018h), the Superintendent of Public Instruction Tom Torlakson envisioned the following horizon for public education:

By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy. (p.5)

In the next section, a conceptual Dual Language Immersion overview within the bilingualism paradigm is developed to explore one of the three main foci of this study.

Dual Language Immersion (DLI) overview. Designed and implemented from an additive bilingualism perspective, Dual Language Immersion (DLI) or Two-Way Immersion (TWI) programs have been considered “strong forms” of bilingual instruction (Baker, 2011) since their beginnings in the 1960s. DLI programs were first developed in the United States in Dade county, Florida, in the early 1960s as enrichment language programs. Over time, they have developed into highly effective instructional programs for all students (Collier & Thomas, 2004) implemented across the United States (U.S.). Known for working towards biliteracy and biculturalism for all students, DLI programs have championed high quality instruction (Senesac, 2002) which has resulted in an enhanced achievement for all participating students in two languages (Cobb, Vega, & Kronauge, 2009; Collier & Thomas, 2004). According to some authors, this is especially true for certain groups, such as Latino English Language Learners (ELL) (Lindholm-Leary & Hernández, 2011; Valentino, & Reardon, 2015). DLI programs demand long-term commitment to experience the full development potential and benefits. Accordingly, continued enrollment in grades K-12 appears as one of its non-negotiables. This is further affirmed by the research’s argument stating that a period of four to nine years was needed to close the achievement gap for ELL students (Dixon, 2012; Hakuta, Butler, & Witt, 2000; Hamilton & Krashen, 2006).

As opposed to the negative connotation that the concept of bilingual in education (García & Lin, 2017a), Dual Language Immersion (DLI) or Two-Way Immersion (TWI) programs have enjoyed particularly good publicity (Palmer, 2007), steady growth (Emery, 2016; CAL, 2018a) and overall success (Alanís & Rodríguez, 2008; Hunt, 2011; Lindholm-Leary, 2012). Despite

this popularity, DLI programs did not escape the controversy of language and education outlined in the previous section. Tedick (2015) provided an example of parent opposition to a future implementation of a DLI program. In Minnesota in the early 2000s, the hostility of some families led the district authorities to cancel the implementation plans. As a result, pro-immersion parents left the district and founded a successful dual immersion charter school that, ironically, later assisted the public district in implementing their own immersion program to fight increasing student attrition.

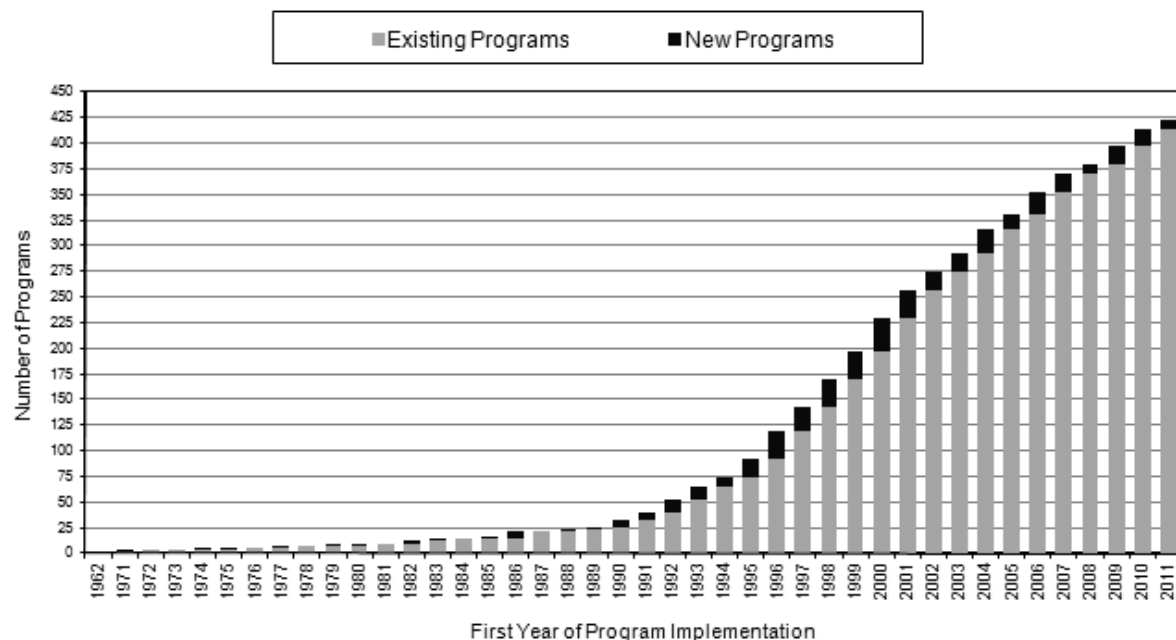


Figure 1. Growth of DLI Programs, 1962-Present.

Note. Source from *Growth of TWI programs, 1962-present*, by the Center of Applied Linguistics (2018).

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A body of growing research in recent years (CAL, 2018b) supports this aura of superior achievement, cultural proficiency, and quality instruction regarding immersion programs. However, Krashen questioned these studies in a comprehensive review of literature on bilingual instruction from the perspective of second language acquisition. The author concluded that,

despite being a supporter of bilingual instruction and the promise showed in earlier studies, it was not yet demonstrated that DLI programs were the “best possible alternative” (Krashen, 2005, p.3) in the acquisition of academic English by ELLs. In addition, Valdés (1997) raised questions about the quality of the instruction in the minority language, the relationship between the linguistic groups in class, as well as power and language prestige within the program and beyond. The concern about equity and quality of instruction within these language programs has been a constant in the specific literature.

Naturally, with DLI success came new challenges and potential issues. DLI programs have been implemented mostly in elementary levels (Bearse & De Jong, 2008; De Jong, & Bearse, 2012; Howard et al., 2007; Montone & Loeb 2000), and have been proven effective in improving achievement for all students (Valentino, & Reardon, 2015). Consequently, a vast majority of the literature regarding DLI programs has analyzed the implementation and success at the elementary level. Montone and Loeb (2000) argued that DLI programs are scarcer the more they progress up in the educational ladder for many reasons. Natural attrition, increasing diversity, lack of clear paths, different student proficiency and motivation, as well as added complexities in schedules and instruction are the usual suspects for this phenomenon. At the secondary level, there are very few studies. Even though leadership appears to be a key component in the process of consolidating and expanding this educational success into the secondary levels, there are even fewer studies of leadership in DLI secondary programs. In the next section, the complexities of an DLI school leaders to develop a shared vision from the perspectives of equity, coherence, quality of instructional practices are explored.

DLI equity. Etymologically speaking, even though equity (from Latin *aequus*) and equality (also Latin *aequalis*) both mean equal, they differ in the added meaning: equity adds a veneer of equal rights, fairness, or justice; meanwhile equality comes attached with a more neutral layer, meaning evenness, uniformity, or parity. Equity is a more humane concept that calls for compensating for deficiencies following moral principles. On the other hand, equality appeals more to objects, inanimate entities with no feelings or needs. Accordingly, equity serves best in education. Borrowing from James Dewey's thoughts, education as a human activity is designed *ab origine* to provide the youngest generation with the tools they need to develop orderly and sequentially into society members (Dewey, 1934). Unsurprisingly, the concept of equity appears as a frequent theme in most of Dual Language Immersion literature, as it was embedded in its foundational motivations. Genesee & Lindholm-Leary (2007) stated that Dual Language Immersion programs “emerged in the 1960s in Canada and the U.S.A. as responses to national issues of equity and diversity” (p. 263).

Under the bilingual education umbrella, DLI programs have achieved what appears to be the perfect balance between serving the needs of English Language Learners (ELL) and offering enrichment instruction to native English students who are eager to learn a second language; an authentic win-win situation. Social justice and culturally responsive practices (Minkos, Sassu, Gregory, Patwa, Theodore & Femc-Bagwell, 2017) should be at the center of school leaders' practices to promote equity. Scanlan and López (2012) analyzed how school leaders promote equity and excellence for bilingual students. In a review of 79 empirical articles published over a decade in the 2000s, their model emphasized that school leaders should ensure the cultivation of language proficiency, granting access to high quality curriculum, and promoting socio-cultural integration of culturally and linguistically diverse students. In California, data from the

Department of Education shows an overwhelming presence of Latino students among pupils with a language other than English at home, amounting to approximately 35% of all students in the state (CDE, 2018a). Of these, an average of 19% have been considered ELL Spanish speakers since 2012. With over a million Hispanic students only in California, this represents approximately 85% of all ELLs in the state.

Similarly, the vast majority of dual immersion programs are offered in Spanish as a target language. Unsurprisingly, Latino students have become the largest ethnic group participating in DLI programs. Consequently, this group has also been the most researched among underserved minorities, because of its sheer numbers and its representability in the state. Some studies (Fitts, 2006; Scanlan & Palmer, 2009) suggest that DLI programs may equalize both linguistic and cultural gaps in student minorities, improving the linguistic, cultural, and social benefits as well as limiting harmful segregation. In a qualitative study, Bearse and De Jong, (2008) investigated the perceptions of DLI secondary students, and drew data from 166 surveys and 24 focus groups in one district. Both Latino and Anglo groups in the study viewed their experience in the program very positively, but valued differently the outcomes, the distribution of benefits of the programs. Still, Latino students may suffer what Gándara (2010) described as triple segregation. The author stated that Hispanic students are segregated in schools thrice; by race, income, and language. Analogously, Valdez, Freire, and Delavan (2016) described a process of gentrification within the DLI programs. This process implies that DLI programs attract mainstream wealthier Anglo families, encompassing increased privileges for certain groups within immersion classes. According to the authors, the three types of privilege were white racial privilege, wealth, and English privilege. Despite its good publicity, some voices have argued that DLI programs utilize the minority language abilities to better help the white counterparts learn a second language

(Valdés, 1997), while the quality of instruction in the target language is not up to quality standards (De Jong & Bearse, 2012; Rodríguez-Valls, Solsona-Puig, Capdevila-Gutiérrez, 2017).

Literature on bilingual advantages and disadvantages in education (Bialystok, 2007; Carlson & Meltzoff, 2008; Kempert, Saalbach, & Hardy, 2011), and particularly on dual immersion benefits (Cummins, 1992; Fortune, 2012; Lazaruk, 2007; Marian, Shook & Schroeder, 2013) is abundant. Burkhauser, Steele, Li, Slater, and Miller (2016) analyzed the academic benefits of four K-8 dual language immersion programs in Portland, Oregon, and they concluded that the immersion students outperform their non-immersion peers in all languages. Apart from the cognitive benefits of becoming bilingual, social benefits that may favor equity and cultural proficiency have been researched. In that sense, Marian and Shook (2012), stated that:

Beyond these cognitive and neurological advantages, there are also valuable social benefits that come from being bilingual, among them the ability to explore a culture through its native tongue or talk to someone with whom you might otherwise never be able to communicate. (p.182)

Nonetheless, Kempert, Saalbach, and Hardy (2011) found cognitive costs when switching languages in school age bilinguals with low command of the second language in the area of Mathematics. Furthermore, De Bruin, Treccani, and Della Sala (2015) examined the literature published in the current century on cognitive benefits of bilingualism and concluded that it may be a clear case of research bias. Their study concluded that supporting studies of bilingual benefits are more likely to publish than those who were challenging or neutral, creating a false unanimous understanding on the supposed benefits.

When students transition to middle and high school their achievement may plummet (West & Schwerdt, 2012). Students in DLI programs may face extra challenges regarding equity when transitioning to secondary levels due to diversity (Myers, 2009), especially groups of at-risk students. At the same time, at-risk students enrolled in a DLI program may enjoy the protective factors provided by long-time peer interaction and language proficiency (Solsona-Puig, 2017). Among participants in DLI programs, four groups of at-risk students have been identified: (a) low intellectual/academic ability; (b) poor first language (L1) ability; (c) low Socioeconomic Status (SES); and (d) ethnic and linguistic minorities (Genesee, 1992). In a later article, Genesee and Fortune (2014) identified a fifth group stemming from the first group: students with Special education needs. The authors clearly stated that bilingual education may be effective for all students. Furthermore, they affirmed that it may be unethical to exclude students from participating in bilingual programs if they will not benefit from them and/or excluding students that are at-risk and depriving them of the benefits of this type of instruction. The first group in DLI programs, which includes students with disabilities -fifth group-, may face more challenges because of the second language component added to their individual deficits (Valdes, 1997; Gaffney, 1999; Myers, 2009). In the second group, ELL students that had their native language as the target language in the dual immersion program may cope with increasing language demands, if they have not closed their achievement gap due to a poor first language ability. In the third group, socioeconomically disadvantaged students (SES) might widen the achievement gap in secondary levels, if their difficult social situation persists or worsens (Burchinal, Roberts, Zeisel, & Rowley, 2008). Although the gaps in their instruction may condition their future education, some authors have lauded the benefits of DLI programs in Latino SES groups (Lindholm-Leary & Borsato, 2001; Lindholm-Leary & Block, 2010). The

fourth group consists of language minorities -where their native language does not have equal language status-, but there is no consensus in the literature as to how DLI programs may affect these minorities, if at all (De Jong & Howard, 2009; Lindholm-Leary & Block, 2009; Rubinstein-Avila, 2002; Valdés, 1997). All four groups exemplify diversity challenges in the DLI program that can be frequently found in California classrooms, and may endure even more obstacles, especially during transitions from elementary to secondary levels (Cauley & Jovanovich, 2010; Collier & Thomas, 2014; Harris, 2012; Liu & Barrera, 2013; Maras & Aveling, 2006; Myers, 2009). These and other aspects point to the Critical Theory in education.

The application of the Critical Theory in education is unanimously credited to Paulo Freire in his book 'Pedagogy of the Oppressed' (Freire, 2004). The Brazilian philosopher stated that education and politics cannot be disassociated, and that teaching and learning become political acts. In the pursuit of something beyond, Freire championed critical pedagogy as the exclusive way to achieve equity in a just society. Using an offspring of this theory, a study applied the Critical Race Theory to Dual Language Immersion programs (Scanlan & Palmer, 2009). The authors analyzed DLI programs from a race, power, and equity perspective, and concluded that these type of programs heightened awareness on diversity. Nevertheless, the authors also cautioned that, even though a strengthened diversity is desirable, it may not guarantee equity for all, leaving the original beneficiaries still as underserved recipients. In another qualitative study carried out in an elementary site within a large school district in the Midwest, Wiemelt and Welton (2015) advocated for a Critical bilingual leadership.

Implementing a dual immersion program in Spanish as a whole school, the site represented in the study acknowledged that the Latino heritage of the majority of staff and student body needed a combination of factors; bilingual instruction, critical race theory applied to Latino communities,

and transformative and social justice. As Valdés (1997) stated, “the bilingual education policy sector of dual-language immersion programs must take into account the fact that diversity is a challenge” (p. 419). The role of Latino community in the DLI programs deserves some mention. Considering that Spanish is the most requested language of immersion, as well as the need of native speakers in the target language and the diaspora of migrants with Hispanic heritage to the United States, this group becomes both its primary beneficiaries and its loudest supporters. This phenomenon has been a constant, both in urban and rural settings (Paciotto & Delany-Barmann, 2011), with education as the highway to equity, cultural proficiency, and social justice. It has been championed especially from the critical theory supporters in education. An interesting study (Alfaro, Durán, Hunt, & Aragón, 2014) asked for a unifying process between Dual Immersion programs, bilingual teacher education programs from a critical perspective. The authors stated that, beyond using the language instruction as a technical tool, cultural and societal aspects must be considered in the process.

Another interesting aspect about equity in DLI is that some authors claimed that students participating in Dual or Two-Way Immersion (TWI) programs are more culturally proficient (De Jong & Howard, 2009; Landa, 2011). The cultural proficiency approach values and adapts to diversity, institutionalizing cultural knowledge to manage the dynamics of difference (Lindsey, Robins, & Terrell, 2003; Terrell & Lindsey, 2009). Culturally proficient leaders purposefully establish diversity, equity, and open access as priorities in building their shared vision (Lindsey & Lindsey, 2014). It seems natural to consider that culturally proficient leaders are perfectly suited for DLI programs as some studies point in this direction. The analysis of student outcomes in DLI programs showed more cross-cultural positive attitudes (Lindholm-Leary & Block, 2010; Parkes, Ruth, Anberg-Espinoza & De Jong, 2009), and overall better attitudes toward school, and

more respectful of cultural differences (Lindholm-Leary & Borsato, 2001). Nonetheless, Kohne (2006) found no significant difference in attitudes toward school, self-esteem, and cultural appreciation between non two-way and two-way students.

Finally, there is a substantial aspect of equity that encompasses and frames this important sub-variable in the current research study; the shared vision. Dual Language Immersion programs represented the realization of a vision encompassing quality and effective language programs for all students (Howard & Sugarman, 2007). As well, DLI programs have been often referred as the fulfilling of a promise (Alanís & Rodríguez, 2008 ; Heller & Gerwin, 2016; Lindholm-Leary, 2005b; Tedick, 2015) of quality instruction and equitable education. Families, administrators, teachers and students have created welcoming and engaged communities that adopted the vision of DLI programs willingly. This promise became a shared vision that guided early trailblazers to embrace that future and succeed in fulfilling a rich promise of bilingual education (Lindholm-Leary, 2005b).

To achieve success, an educational leader may have a clear vision and mission, setting the direction with a well-defined purpose and strategy, impactful and well developed goals and high expectations. Nonetheless, if all stakeholders do not share the same vision, the best education program will be born hopeless. The fundamental aspect of a feasible and effective educational program consists in the concurrence of visions from all stakeholders. The leader will set the tone, but the followers need to sing the tune as a harmonized chorus. It draws from the idea of shared leadership (Lambert, 2002; Cotton, 2003; Rath & Conchie, 2008; Hunt, 2011) to develop towards a shared future. Roueche, Baker, and Rose (2014), defined shared vision as the key concept of transformational leadership in education. Shared vision definition goes beyond the coherence framework. As we know, the coherence framework (Fullan & Quinn, 2015) strives

for focusing direction and creating collaborative cultures, but it still focuses on the mission and goals, the immediate present and future of action. It also focuses in the immediate coherence of thought and actions. Leithwood and Jantzi (2006) also established their first dimension for transformational leadership as setting directions, focused in building a vision and developing specific goals. Again, these actions alone could not build a common vision, a shared experience to guide the collaborative steps beyond the immediate reality. Consequently, to create a shared vision is one of the key missions of any transformational leader in implementing change. It unfolds as the process to unify meanings from a culturally respectful position, involving all stakeholders in partnership into the process of managing constant change. This goal becomes a philosophy for educational leaders, in constant building of the future in a multicultural society. As well, Lambert (2002) cited coherence in every level of leadership skill, but only allocates the shared vision skill in Quadrant IV (see Table 2); the one with the highest degree of participation and leadership skills. The promise of DLI programs could have been fulfilled without the shared vision that all stakeholders embraced unambiguously. Even more important in secondary DLI programs, where the need to redesign the goals and keep articulation coherence is more acute.

As seen in this section, there are multiple concepts directly related to equity within DLI: shared vision, social justice, gender, minorities, linguistic status, diversity, ethics, cultural proficiency, ethnicity, power, etc. In this study, the concept of equity acts as a unifier, as if it was embedded in every single action to improve leadership in dual immersion programs.

DLI coherence. One of the essential driving forces in human relations is the concept of coherence. Not only in its original meaning, to stick together, but also in its added meaning, to be logically consistent when integrating different elements, relationships, or values (Coherence, 2018). Additionally, the concept implies a certain sense of commitment and fidelity to certain

practices, shared purposes and beliefs, whether individually or as a community, working together as a system toward the same objectives. To a certain extent, coherence helps build success stories. DLI programs, as stated before, require a long-term commitment to K-12. Indeed, DLI programs enjoy a higher commitment from students, parents, teachers, the community, and leaders (Lindholm-Leary, 2005) that should be accompanied by an increased coherence framework as they progress to upper levels. When articulating a program of such length, coherence becomes more of a stern necessity than a mere requirement. Conversely, incoherence appears to be the biggest deterrent for success, quality instruction, and commitment in education. When a sense of logic, integration or collaboration of elements, values and relationships is lost, the art of education becomes meaningless, distancing itself from successful leadership practices.

In many instances, educational leadership exudes coherence from its inception. Lambert (2003) considered coherence a fundamental aspect in each and every level of leadership when depicting the four quadrants or levels of educational leadership, and this phenomenon happens regardless the level of skill or participation. In addition, Michael Fullan's homonymous work devotes a whole book to the topic of coherence. The authors stated the need for coherence at every level: school, district, and state (Fullan & Quinn, 2015). In this book, the authors established four components to establish educational coherence: (a) focusing direction; (b) cultivating collaborative cultures; (c) securing accountability; and (d) deepening learning. These constitute what Fullan called the right drivers in education. All these components (or drivers) apply to DLI programs too. In an earlier work, Fullan (2010) studied a number of schools within districts in Canada. The author contended that the schools focusing on a shared commitment, with a focus on language programs and literacy, best embodied the idea of effective communities

of practice and quality instruction, outperforming other schools lacking this systemic and more coherent approach:

They (the schools) see a joint purpose in protecting the viability and success of French-language education by demonstrating quality. This broader purpose is one shared by leaders, teachers, parents, and the community. These districts support and pressure each other with purpose and intensity around lifting results.... Combined with a clear focus on oral language development, young students are better prepared for success in literacy and in school. (p.77)

These successful schools participated out of a common moral purpose, a collaborative culture, an increased sense of competition, and shared systematic effective practices to increase quality instruction, especially when focusing on language acquisition. When seeking improved organizational management, an educational leader equipped with a coherence framework has an increased chance to unify actions toward the shared goals. Hunt (2011) also added to the conversation that success in DLI is based on administrators and teachers, identifying crucial factors such as trust, flexibility, a strong mission, shared leadership, and collaboration. In another study, Montecel and Danini (2002) identified 25 indicators of successful Dual Language Immersion programs at the elementary, middle, and high school levels (see Table 3). In their study, they identified the promising or exemplary DLI programs of 11 schools across 9 states in the U.S., and had drawn the indicators at three different levels; student outcomes, school level, class level. They concluded that among these indicators, leadership, program articulation, linkages (meaning collaborative culture, clear roles and responsibilities and strong support between school and central offices), vision and goals were quintessential to ensuring coherence. Furthermore, Alanís and Rodriguez (2008) found that successful features on DLI programs are

based on pedagogical equity, qualified bilingual teachers, active parent–home collaboration, and knowledgeable leadership. It may appear that unification or centralization is one of the primary goals of coherence, but this is not always the case. As Fullan and Quinn (2015) beautifully explained, this fallacy could be refuted with their study of five districts that gained greater coherence: “success was not a matter of the degree of centralization or decentralization but rather the quality of implementation” (p.106).

Indeed, Dual Language Immersion coherence may ensure its success as a program. It seems that DLI success revolves around three iterative concepts: (a) leadership; (b) collaboration; (c) and equity. According to the aforementioned authors, the first component of a coherence framework is focusing direction (Fullan & Quinn, 2015). This factor explicates a consistent process of engagement that needs to be purpose driven, starting with defining goals to clarify the strategy of a successful leadership for change. In other words, connecting the vision with the right actions through a clear strategy. The coherence perspective of Fullan and Quinn (2015) comes from an organizational point of view, where leadership is meant to be choral work. Rath and Conchie (2008), when attempting to define the strengths of leadership roles, started suggesting that the investment in the individual strengths after a process of self-exploration. Only after that, a leader or a leadership team can approach the next step in maximizing the team. As Marzano et al., (2005) described, “Focus refers to the extent to which the leader establishes clear goals and keeps those goals in the forefront of the school’s attention” (p. 50). Furthermore, Leithwood and Riehl (2003) extended the idea of a leadership displaying a clear focus “Leadership involves purposes and direction. Leaders know the ends toward which they are striving. They pursue goals with clarity and tenacity, and are accountable for their accomplishments” (p. 7). Adding to this idea of focus to DLI programs, Lindholm-Leary (2005)

cited effective features such as focusing on visions and goals for the educational program when planning its future.

Meanwhile, the second component of coherence, cultivating a collaborative culture, bases its foundations in the ideas of a culture of growth, learning leadership, the capacity building, and collaborative work. Initially evolved from the key driver “collaboration”, Fullan and Quinn (2015) insisted in getting the right mindset for action. In order to build capacity and a sense of ownership among collaborators, the leader should consider both the quality of the idea and the process. In a qualitative study analyzing four school leaders in Los Angeles renowned by its community engagement skills, Auerbach (2009) found that equitable leaders should “walk the walk” and delineated the implications for Leadership preparation programs. Also, to enhance a collaborative culture, it is needed to explore and evaluate the mental models to align visions, especially amongst the leadership teams at a school and district level. Different mental models coexisting become a risk for coherence in leadership according to Senge, Kleiner, Roberts, Ross, and Smith, (as cited in Chrispeels, Burke, Johnson & Daly, 2008) that may create biases in the analysis of facts; “(they) contend that mental models often reflect undisclosed assumptions and images that exist below the surface and lead to different interpretations of the same evidence, decreasing the potential for organizational coherence” (p.734). Chrispeels et al., (2006) also warned that the lower the coherence, the lower is the effectiveness at a school and district level. Lindholm-Leary (2005) added that effective DLI leaders may ensure a “high degree of faculty cohesion, collaboration, and collegiality” (p.30). Creating a collaborative culture in DLI programs should be based in horizontal and vertical articulation across grades levels, as Lindholm-Leary (2005) stated: “Program articulation should be both vertical across grade levels and horizontal within grade levels and should include proper scope, sequence, and alignment

with developmentally appropriate practices and language proficiency levels in both languages” (p.31). Additionally, a deficient or absent program articulation between elementary and secondary school makes the program’s sustainability more challenging:

The complexity of middle and high school organization, curriculum, teacher preparation, scheduling, differences in student proficiency levels and motivation, and the absence of vertical articulation from elementary to middle to high school make the implementation of secondary TWI programs challenging (Bears & De Jong, 2008, p. 327)

This sense of fidelity to certain practices throughout all levels has been mentioned of one of the indicators of quality instruction in DLI programs (Li et al., 2016)

The third key driver for educational improvement based on the coherence framework is deepening learning, a process that requires knowledge-building partnerships at every level. Evolved from the original driver pedagogy, this very process for a deeper understanding needs first the developing for clarity of learning goals. Seemingly, in 2012 in his book “*The Advantage*”, Lencioni stated that creating, over communicating and reinforcing clarity are the basic principles to promote organization health (Lencioni, 2012). To go deeper in the learning process, the building of precision in pedagogy is also needed; common languages, identify proven pedagogical practices, provide clear causal links to impact and build capacity (Fullan & Quinn 2015, p.108). In this last aspect, building capacity, the change will be accelerated, shifting practices through capacity building. In the same line of thought, Fullan, in his article titled “*California, A Golden Opportunity*”, recommended developing capacity within school districts by monitoring local district performance and needs through collaboration maximizing student learning and developing the professional capacity of teachers and system leaders, matching learning needs of districts (Fullan, 2015). In this sense, Lindholm-Leary (2005) described the

effective features of DLI programs when alignment in professional development between professional development, needs of faculty and goals and strategies of the program is the key to sustained building capacity.

Finally, the last component of the Coherence Framework is accountability, which derived from the original key driver known as systemness. According to some authors (Bolman & Deal, 2010; Zander & Zander, 2010), the concept of accountability comes from the business/managerial field. When applied to education, Bolman and Deal (2010) allocates the term in the Structural frame, insisting in the idea of clear accountability and in the very process of being held accountable to improve the functioning of the system. Accountability has enjoyed a negative image for many years because it has been used in a punitive way. Gostick and Elton (2012) deepened in this negative conception and warned about the lack of accountability as opposed to establishing clear accountability. The authors suggested turning the negative into positive by instituting accountability in positive ways, so it “helps people to feel the satisfaction of achieving a goal and performing up to expectations” (p.126). In this aspect, Lindholm-Leary (2005) pointed to assessment accountability as a quintessential aspect for effective DLI programs.

According to Fullan and Quinn (2015), punitive accountability embodies one of the wrong drivers for action, as well as technology, individualistic strategies, or ad hoc policies. Intrinsically blended with the other three key components, accountability unfolds in unison from the internal and the external perspective. Fullan only referred to the organizational accountability. However, Hickman, Smith, and Connors (2004) defined accountability perspectives in an ampler sense, differentiating between the individual and organizational perspectives. Lencioni (2012) adds accountability as a key component when building a Cohesive

Leadership team. He suggests five behaviors, being embracing accountability the fourth based on peer accountability, similar to the internal accountability mentioned by Fullan. Covey (2006) had a similar approach in his book *“The Speed of Trust”*. He advocated for accountability as one of the principles of individual behavior; practicing individual accountability was the best way to build trust in a team.

DLI instructional quality. Dual Language Immersion leaders appear to be bound to instructional quality. DLI programs have flourished in part due to its commitment to excellence (Quintanar-Sarellana, 2004). The DLI enrichment approach that favors biliteracy and biculturalism, transforms this type of instruction in a strong form of bilingual instruction (Baker, 2011). Consequently, a DLI leader should become a strong instructional leader. However, defining a good instructional leader is not an easy task; “Of course, the meaning of ‘instructional leadership’ has never been well defined. In many instances it seems to be a synonym of ‘good’ leadership” (Leithwood, 1995, p.3). There studies that explore the relationship between school leadership and instructional quality. In a review of quantitative and qualitative studies on instructional quality in the US, Printy (2010) depicted how the role of school leaders expand beyond the main figure of the principals. As well, the study added implications for teacher professional development, depicting transformational leadership as the best option to collaboratively make instructional decisions. Let us begin this section with the concept of instruction itself, for then apply the instructional practices requirements to Dual Language Immersion programs.

In pedagogy, the intentional design and guidance of learning activities becomes known as instruction. The ultimate goal of instruction appears to be achieving better student possible outcomes. Thus, instructional practices emerge as a huge focus for educational leaders if they

want to effectively manage positive change and have the desired effect in educational settings. Instruction is a multifarious activity, formed by many layers of composite parts. Newmann and Wehlage (1993) guarded against oversimplifying when trying to define instruction. The authors provided with a framework called ‘authentic instruction’ where, according to them, instructional practices may be evaluated in a qualitative scale following five different standards or axioms; higher order thinking, depth of knowledge, connectedness to the world, substantive conversation, and social support for student achievement. In short, it is a well-known axiom that good instruction is a warranty of higher student outcomes despite the type of educational program used (Howard et al., 2007). Marzano et al., (2005) added that instructional practices are multidimensional and listed four categories of instructional strategies; I-Monitor progress, II-Assessing final goal, III-Helping students understand and assimilate new information, IV-Helping students review, practice and apply content. In a quantitative study including 47 countries and more than 200,000 students Blömeke, Olsen, & Suhl (2016) correlated teacher quality, instructional quality and student achievement. Results unveiled that, while teacher quality and instructional practices were significantly related to student achievement, student achievement was not well predicted by instructional quality. When the goal is set to such an ambitious target as full biliteracy and biculturalism, the challenges double up for the DLI leaders. The students have to be successful not only in mastering the curriculum overall, but also becoming proficient in two languages at a similar level.

Drawing from an extensive literature review, Howard et al., (2007) formulated the guiding principles that quality DLI programs should address in seven categories or strands. Remarkably, the third category analyzed the instructional practices, however only a combined action of all categories may result in improved instructional practices. The instructional practices

in DLI programs should feature instruction as strict monolingual activity in the dual immersion classroom as well as using a variety of instructional needs to adjust to different learning styles and language proficiency levels. Balancing and respecting the needs of all students from an integrational standpoint is required, where language goals are embedded in the curriculum. DLI Instruction should promote positive relationships between students and teachers, allowing collaborative work to happen frequently with peers. This way, the language input may become meaningful and challenging to promote critical thinking and negotiation of meaning. Finally, the instructional practices should set minimums for each language, depending in the program's model and design in each educational level.

Naturally, high quality instruction is provided by effective instructional practices delivered by well qualified and experienced staff. The DLI leader should ensure the recruitment and professional development of quality teachers that meet certain specific requirements; “teachers in language education programs need appropriate teaching certificates or credentials, good content knowledge and classroom management skills, and training with respect to the language education model and appropriate instructional strategies” (Lindholm-Leary, 2005, p.20). In addition, the DLI leader should seek specific professional development for the DLI team regarding the best bilingual instructional practices to further enhance the program's curriculum and structure.

In analyzing instructional practices in DLI, one of the most challenging aspects has been the quality of instruction in the target language (De Jong & Bearse, 2012; Rodríguez-Valls et al., 2017). Specifically, the language proficiency of the content area teachers in conjunction with the quality standards of the instructional materials. As we know, achieving bilingualism and biliteracy through a strict monolingual instruction delivery has been one of the tenets of DLI.

However, according to De Jong (2016), instructional practices in secondary school such as the monolingual instruction or parallel monolingualism in DLI programs should be considered from a holistic standpoint that bilingualism represents. García and Lin, (2017b) weighted about translanguaging in bilingual education, listing the possibilities of using two languages in quality instruction while reporting the fear that translanguaging in bilingual settings may threaten the minority language. If creating a strong DLI team of teacher is fundamental, it is also critical to possess the instruments and resources for high quality instruction. In turn, this well qualified team of educators should utilize a compound of well-developed and verified instructional materials in a nurturing learning environment, especially when instruction happens in content areas. In this sense, De Jong and Bearse (2012), expressed concerns about the difficulties of finding appropriate materials beyond the official curriculum, specifically in upper levels of bilingual programs; “the lack of appropriately leveled materials that were aligned with the grade level curriculum made high-quality instruction challenging” (p. 25).

A strong and militant community in a DLI program may help in gaining coherence, support and consistency involving all stakeholders. Epstein et al., (2009) called this phenomenon the power of the spheres of influence. School, families and the community should act together to reach the highest outcome possible. Such subtle complicities with families and the community woven by the DLI leadership are the very fabrics of success. Teachers, administrators, and parents striving in unison pursuing a shared vision is one of the open secrets for the DLI program success. As well, it may help in equalizing one of the shortcomings of dual immersion expressed in a double unbalance. The first unbalance occurs when one of the two languages of instruction becomes the dominant one (Lindholm-Leary, 2012). This fact prompts the need to equalize the linguistic benefits for both linguistic groups (De Jong & Howard, 2009). The power discourse

and the role of minorities has been discussed extensively in DLI literature (De Jong & Howard, 2009; Howard et al., 2007; Palmer, 2009; Valdez, 1997), as well as the power of Dual Language Immersion programs to overcome this chasm (Lindholm-Leary & Block, 2010). In this first disequilibrium, DLI programs have been known to lessen the cultural gap between the two languages in contact by providing an equal value for both academic and interpersonal languages as well as to instill pride in the students of minorities when their language and culture is vindicated in an academic environment (Bearse & De Jong, 2008). The second unbalance attains to a twofold reality; the target language use and target language register within the second language. In regards of the target language usage in class, a study (Li et al., 2016) in a large urban public school district in Portland, Oregon, implementing DLI K-12 programs in Spanish and Russian detected the following. Only 26% of student's interaction with the teachers was in the target language. In peer communication, a mere 20% of the interaction was in a 100% in the target language in the immersion classrooms. Regarding the target language register, it has been detected within Dual Language Immersion programs a discrepancy between the academic language and the interpersonal language outcomes. The theory of Basic Interpersonal Communicative Skills (BICS) versus Cognitive Academic Language Proficiency (CALP) first introduced by Cummins (2008) in 1979 on second language acquisition applies perfectly here. It may happen that, due to an overwhelmingly academic instruction, the interpersonal (BICS) register of DLI students may not be fully developed. As Valdez (1997) pointed in a French immersion program in Canada; "The only apparent shortcoming of such programs is that students, because they have no interaction with native French-speaking peers, develop somewhat limited interpersonal, as opposed to academic, skills in their second language" (p. 34.). According to Alanis and Rodriguez (2008), an active parent-home collaboration is a one of the

features of DLI success, boosting student outcome and reinforcing the language acquisition. A strong DLI community can provide native speakers as native informants, embodying extended opportunities for students to develop their skills in both registers of the target language.

A consistent accountability and assessment have been contended by many as one of the most effective indicators of success in any educational program, but these items are especially challenging in DLI programs (Lindholm-Leary, 2005, Howard et al., 2007; De Jong, 2016). Howard et al., (2007) stated that, among others, assessments should be used to increase accountability in DLI programs by: sharing and monitor the program; aligned with the curriculum and standards, goals and mission of the program; conducting assessments in both languages (Collier & Thomas, 2014); accurately interpreting and disseminating the results; supported by structure and budget; a topic for professional development.

All in all, instructional leadership unfolds as a fundamental aspect for DLI leaders oriented to quality instruction, a genuine threefold founding layer for success in learning; “Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers’ instruction”. (Leithwood & Riehl, 2003, p.2). Instructional quality relays in a multitude of aspects acting together. Thus, the DLI leader must contemplate all the aforementioned aspects in fulfilling the promise of high quality instruction for all.

Brief History of Educational Leadership in a Multicultural Society

The United States of America has become a plural society as a result of long standing migration currents, though the nation has had an ‘uncomfortable relationship’ with its immigrants and their respective languages and cultures (García & Lin, 2017). A plural society could not be fully integrated and may keep lasting “ethnic and national cleavages” (Koenig, 2017, p.7) in its structure. The idea of multiculturalism is a more inclusive concept. In this study,

a multiculturalist approach was proposed. This approach moves away from cultural assimilation, where the minorities are supposed to leave their language and culture behind to fully embrace the new culture they live in. On the contrary, a multicultural perspective promotes acculturation, where minorities assume some cultural aspects of the mainstream culture while preserving, respecting, and promoting their own cultural roots (Burdick-Will & Gómez, 2006). This perspective entails an inclusive approach that promotes of bilingualism, biliteracy and multiple identities and cultures living together. This phenomenon is more relevant today, where a globalization of the migration currents shapes the profile of our postmodern societies (Koenig, 2017).

According to Toffler (1981), our society is currently experiencing a third wave of evolution. Whilst the first wave was mainly agricultural and developed in millennia, the second wave was industrial and developed in centuries. In the third wave, which has developed only in decades, the rapid rhythm of change demanded of all systems to drastically adjust to a constantly changing reality mediated by technology. Some authors (Castells, 2010; Van Dijk, 2012) labeled this new civilization as the Network Society, where information technologies and media in general regulate every aspect of the social, political, economic and cultural expressions. In the Network Society, everything is connected and increasingly faster (Castells, 2010). The high-speed data is making the economy, culture, and education globalized. Information and Communication Technologies (ICT) are reshaping the way schools and colleges are delivering instruction. With the creation of multicultural and multilingual societies, deep modifications occur in the form students access contents around the globe. As a consequence, educational leaders need to navigate and evolve in this reality.

The evolution of educational leadership profile in the 21st century is indebted of the concept's rapid evolution inaugurated in the past century. Public school systems should become the guiding moral beacon for any society, rather than just becoming a pale reflection of the political trends or adopting the principles from the business world such as standards, accountability and choice (Ravitch, 2016). Educational leaders were shaped in past school reforms to recreate false analogies between the business and the education fields, based on tenets such as organization, management, law, marketing and data collection. School systems should fulfill the promise of creating a better future for the next generation. Consequently, leaders should renew this commitment as often as required by orienting every action to achieve a safe environment, promoting quality instruction, enhancing community benefits and granting equity for all on a daily basis, following their own strong moral compass (Marzano et al., 2005). The quintessential communication vehicle, languages and its cultural factors attached that shape societies today, should have a prominent position from an inclusion perspective as well as an enrichment approach in a multicultural society. However, Koenig (2017) acknowledged the difficulty of the task;

As language is the most fundamental tool in communication, states cannot be linguistically neutral. In fact, state-building was often accompanied by strong policies of linguistic homogenization.... In addition to its instrumental, communicative function, language also carries symbolic functions and has thereby contributed to the construction of collective identities.... However, the classical model of the nation-state is challenged by de facto linguistic diversity resulting from international migration and social networks based on new electronic media of communication, and by jure linguistic pluralism imposed by international human rights regimes. (p.10)

In the current multicultural and multilinguistic environment, individuals are prompted to establish personal self-realization as one's ultimate goal to be successful in life (Maslow, 1987). As our societies need time to adjust and reflect, public school systems also need to adjust to the aforementioned emerging societal features. Likewise, the combination of the overall group interests with the individual needs using a strong moral compass should become the ultimate goal for an evolving educational leader profile.

This transcendental goal may not be achieved without a collaborative effort, a participative process where every stakeholder should be included to ensure maximizing the ensemble of school, family and community spheres of influence (Epstein et al., 2009). Furthermore, leadership in school settings is not only restricted to the formal leaders established by the system, such as principals and teacher leaders. Informal leadership must be considered as alternate sources of leadership; “In addition to teachers and administrators, parents and students are important sources potential sources of leadership” (Leithwood & Riehl, 2003, p.3). Leadership nowadays is bound to manage change from a shared and multicultural leadership approach. Using a cross-case analysis of six school leaders in urban settings, Gardiner and Enomoto (2006), established that principals lacked multicultural preparation but embodied a multicultural role, engaging in bearing high expectation for all students to promote diversity. Interestingly, in this study not all participants were aware of the close relationship between student identity affirmation and their achievement. Educational reforms should include changes in leader’s preparation on multiculturalism in a changing society.

Accelerated change is a constant in postmodern societies, but educational reforms are required when there is a mismatch between the entry needs and the resulting outcome. School reforms are the great change drivers in education. Sir Ken Robinson started his TED talk on

changing educational paradigms with an asseveration stating that “every country on earth at the moment is reforming public education” (Robinson, 2010, min 0’2”). However, schools are educating students for a future that still does not exist (Edwards, 2014). In a globalized world where increased international competition and multiculturalism is a raging reality, old fashioned school systems struggle to fit in. In the United States, similar systemic problems depicted at the *A Nation at Risk* report have foreshadowed education in the last decades; increased international competition, shared learning standards for every state in the Union, learning or achievement gap, dropout rates, lower Scholastic Aptitude Test (SAT) average scores, and fast growing numbers of non-native speakers in the system (Ravitch, 2016). As a consequence, four different approaches have shaped the school reform attempts in the last three decades; standards-based reform, comprehensive school reform, student-centered reform, closing the achievement gap (Silver, 2004).

Amid this turmoil of multiple reform attempts, Malone and Caddell (2000) expressed their concerns on the evolution of leadership in education, the attrition rates and the lack of vocations to lead the future of education. In parallel, a myriad of graduate programs in educational leadership have flourished in the last decades in the United States (Bass & Riggio, 2006). A variety of them specifically focused in School Administration with increasing female students, a profile that suffered rampant discrimination to access leadership roles. These programs would certainly address the need of well-trained educational leaders to lead change. As well, these same programs would help to close the gender gap existing in Educational Leadership, where 75% of teachers are women, but only 59% occupy principal positions at elementary schools, and 27% at the secondary level (Killingsworth, Cabezas, & Kensler, 2010).

Hopefully, the newly trained leaders would implement their expertise in changing instructional paradigms to better suit the needs of a 21st century education.

At this point, three main intertwined aspects appear in the horizon of the 21st century educational leadership. The first one being the comprehensive understanding of how this brave new multicultural civilization, known as Network Society, is affecting every single aspect of our lives, leadership styles included. Secondly, it should be considered the affectation on instructional practices of the universal access to information mediated by technology and social media. Third, considering that schools are designed to educate the citizens of the future, there is the need to establish which type of leadership is better suited to lead the way to an uncertain destiny and manage constant change. According to Malone and Caddell (2000), half of the current principals were forecasted to leave their job in 10 years. Principal attrition and mobility is a national problem (Anthony, 2016), despite the increased demand of professionals (USDL, 2017). Logically, it represents an alarming scenario provided that the evolution in education has been always to be very gradual and slow, and the implementation of school reforms takes time and need seasoned leaders. Consequently, the emergence of a new educational leadership is acute as ever.

But before defining the emerging leadership profiles, it is interesting to take a quick look at its historical evolution. The idea of a charismatic leader comes with deep historical roots. Carlyle minted the concept of the "Great Man" leadership in the 19th century (Grinin, 2010), that was later on transferred in the 1930s into education. At that time, principals should display as charismatic figures with equal measures of discipline and command. This ideal was dismantled at the end of the past century when no common traits were found in great leaders after decades of

research. Rath and Conchie (2008) provided some more clues on why this phenomenon occurs quoting Donald O. Clifton, a renowned researcher in the field: “What great leaders have in common is that each truly knows his or her strengths and can call on the right strength at the right time. This explains why there is no definitive list of characteristics that describes all leaders” (p. 13). Therefore, in trying to provide answers for some aspects posed above, we may not seek for a closed list of common traits applied to every principal. Instead, we may analyze strengths or good practices as well as the way they are effectively implemented them in any given situation. Indeed, great educational leadership have no common defined traits, but certain leadership styles have been thoroughly defined; charismatic, transactional, transformational, transformative, participative, managerial, quiet, *laissez faire*, motivational, intellectual or situational among others. Even though some of them may appear as synonyms, the transformational role emerges to be the best suited for educational settings because of its completeness.

In the 1990s, Bass (1990) emerged as the new guru in leadership research, opposing a transactional leader to a transformational leader. A transactional leader is best suited to manage emergency situations. This type of leadership was not designed to change the system, but to make the most of it by recognizing accomplishments, exchanging rewards for efforts or correcting deviations when they happen. Meanwhile, a transformational leader is better suited to create the vision, engaging everyone in the process and providing inspiration and intellectual stimulation (Bass, 1990, p. 22). A whole section is devoted to this specific leadership profile in this study. Still, the idea of a single person, usually a male, acting as a guide was lying beneath both concepts and in the statistics of educational leaders. Early in the 2000s, the emergence of new leadership characteristic was disclosed; the participative leader. Authors like Benjamin

Zander established the foundations in the books like the Art of possibility; “A leader does not need a podium; she can be sitting quietly on the Edge of any chair, listening passionately and with commitment, fully prepared to take up the baton.” (Zander & Zander, 2000, p. 76). With this fragment also comes the embedded idea of empowering the followers to realize their full potential and to ultimately become the leaders of tomorrow. The author called this phenomenon as ‘leading from any chair’.

Although the figure of the school principal epitomizes the leadership role in education, and their particular role is probably the first anyone would think whenever asked about a leader in instructional practices, in this study the need for a shared leadership was advocated; “In conclusion, the secret for great leadership wholly resides in improving the individual strengths of the team members and involving them in co-leading“ (Rath & Conchie, 2008, p.76).

Empowering others in leading enables and validates the building of a vision for the future, the idea of constructing something together for the greater good; “Many teachers and principals have found that involving others in shaping decisions fosters a sense of ownership.” (Bolman & Deal, 2010, p. 4). All in all, in sharing their vision collaboratively, transformational leaders can achieve the higher state of trust and engagement of every stakeholder in a multicultural society.

The nature of leadership in education. Leadership as a social complex phenomenon presents no concurrence for an unambiguous definition among scholars, despite having been a subject of study for decades. Sociologists, psychologists, economists and anthropologists may present different and sometimes opposed approaches to the very same actions defining a leader. Multiple paradigms examined leadership under their own and particular view of reality. From the perspective limited by an individual approach, leadership becomes by nature “the process of persuasion or example by which an individual (or leadership team) induces a group to pursue

objectives held or shared by the leader” (Gardner, 2000, p.17). From a social approach, leadership implies followership; without followers, there could not be leaders (Slater, 1995). In essence, leadership becomes a dyadic relationship that requires groups dynamics in common habitat where meanings are built and shared. The human being duality between the individual and the group, the self and the others, appears to be intrinsic to the nature of leadership evolution. The nature of leadership in education has evolved greatly in the two centuries of existence of public educational systems. Chrispeels et al., (2008) and Marzano et al., (2005) acknowledged that in education there is an increasing recognition of leadership as team effort, as opposed to the idea of a powerful individual leading the crowd in the past century. In addition, in recent years’ leadership theories have been focusing from a new perspective implying that leading is intrinsically linked to managing change (Kotter, 1996; Leithwood, Jantzi, & Steinbach, 1999). If the school system reflects the change in society, the educational leader profile and actions should manage change in order to adjust to the 21st century requirements.

Indeed, to improve organizations change is essential. From a constructivist perspective in education, leadership manages change by the process of building of meanings in a structure of shared culture (Slater, 1995). Educational organizations are scions of 19th century systems designed to follow the rules and policies of an industrial society, or a single-loop learning. Analyzing the results, the actions were modified. Evolved organizations engage in double-loop learning. In this type of learning, the decision process is also affected by members’ assumptions. This helps the organization to engage in what Argyris (Argyris & Schön, 1978; Smith, 2001) described as when the goals and decisions are modified and adjusted in the light of the experience. Engaging triple-loop learnings (Starr & Torbert, 2005) implies a metacognitive process, where the organizations learn on their learnings. Public school systems should engage in

double-loop or triple-loop learning processes. The triple-loop learning encompasses double and single-loops, plus adding the analysis of the changing context where interactions happen in education. Administrators, teachers, students, families and communities as a team may understand rapidly how the changing context where instructional practices happen affect greatly the final outcome. Marzano et al., (2005) added a very similar conceptual definition of types of change, but from a perspective of evolution. The author described that, while first-order changes are incremental, second-order changes are dramatic, with deep differences from past situations. All stakeholders acting as a team may share leadership roles to manage change to really enhance a positive transformation.

In delimiting the focal points that leaders should stress as a team, Chrispeels et al., (2008) established the leadership team tasks should be focused in the following aspects; setting the direction, developing people, redesigning the organization, and leading for social justice (Fierro & Rodriguez, 2006).

In addition, Lambert (2002) offered a very appropriate framework for educational leadership that align perfectly with the aim of this study. Lambert (2002) divided the nature of educational leadership capacities in four quadrants, determined by the degree of participation and skills. In quadrant I (see Table 2), the lowest of the leadership capacities, the leader becomes autocratic, participation is extremely limited innovation is non-existent, and only single-loop learning occurs resulting in low and short term overall achievement. As opposed to this, Quadrant IV embodies the highest degree of participation and skills. All stakeholders share skillful leadership, resulting in a shared vision that boosts coherence in every action. Data is used to inform decisions, as well as ongoing innovation is a result of a reflective process. A sustained

growth in achievement is attained in an environment of enhanced collaboration and extensive commitment from all stakeholders.

Table 2.

Leadership Capacity Distribution.

	Low Degree of Participation	High Degree of Participation
Low Degree of Skill	<p>Quadrant I</p> <p>Principal is autocratic manager</p> <p>One-way flow of information; no shared vision</p> <p>Codependent, paternal/maternal relationships; rigidly defined roles</p> <p>Norms of compliance and blame; technical and superficial program coherence</p> <p>Little innovation in teaching and learning</p> <p>Poor student achievement or only short-term improvements on standardized tests</p>	<p>Quadrant II</p> <p>Principal as “laissez-faire” manager; many teachers develop unrelated programs</p> <p>Fragmented information that lacks coherence; programs that lack shared purpose</p> <p>Norms of individualism; no collective responsibility</p> <p>Undefined roles and responsibilities</p> <p>“Spotty” innovations; some classrooms are excellent while others are poor</p> <p>Static overall student achievement (unless data are disaggregated).</p>
High Degree of Skills	<p>Quadrant III</p> <p>Principal and key teachers as purposeful leadership team</p> <p>Limited use of school-wide data; information flow within designated leadership groups</p> <p>Polarized staff with pockets of strong resistance</p> <p>Efficient designated leaders; others serve in traditional roles</p> <p>Strong innovation, reflections skills, and teaching excellence; weak program coherence</p> <p>Student achievement is static or shows slight improvement</p>	<p>Quadrant IV</p> <p>Principal, teachers, parents, and students are skillful leaders</p> <p>Shared vision resulting in program coherence</p> <p>Inquiry-based use of data to inform decisions and practice</p> <p>Broad involvement, collaboration, and collective responsibility reflected in roles and actions</p> <p>Reflective practice that leads consistently to innovation</p> <p>High or steadily improving student achievement</p>

Note. Source from *Leadership capacity for lasting school improvement (p.134)* by Lambert, L. (2003). Alexandria, VA: ASCD. Copyright by ASCD-Lambert (2003). Reprinted with permission.

Depicting the paradoxes and possibilities of bilingual education, Tedick (2015) argued the need to create a new paradigm to unify forces around the promise of dual immersion; “Synergy created through the concerted and coordinated efforts of scholars, educators, parents, community representatives and other stakeholders could be a force for change.” (Tedick, p.18). In the next section, some proposed models for DLI programs are analyzed.

Leadership models for secondary DLI programs. Despite the growth in implementation of DLI programs (Tedick, 2015; CAL, 2018c), the literature on specific Secondary DLI leadership is still in need to be strengthened. Most of the studies on DLI program leadership focused in the initial implementation of this type of enrichment program (Calderón & Minaya-Rowe, 2003; Carrasco & Navarrete, 2011; Hunt, 2009; Monroy, 2012; Romero-Johnson, 2011) or sustaining it at the K-8 levels (Alanís & Rodríguez, 2008). Alanís and Rodríguez (2008) referred to knowledgeable and democratic leadership when managing DLI programs, while Romero-Johnson only mentioned a caring leadership. Hunt (2009) and Carrasco and Navarrete (2011) opted for a transformative leadership to better address the needs of DLI program, although the difference with a transformational leadership was not always clear. Monroy (2012) alleged for an integration of both transformational and transformative leadership models, since the latter adds a focus on equity and social justice that adheres to the foundations of DLI programs (Cortez-Covarrubias, 2015). In another study, Martinez (2015) dissected the salient features of DLI elementary principals and concluded that a culturally proficient profile leader was more efficient for these type language programs. Still, the question regarding the distinguished set of skills needed by DLI leaders remains not fully answered. As well, it remains unclear if the same type of leadership would be equally effective in elementary and secondary schools.

Cotton (2003), in a review of research about elementary and secondary principal's behavior, stated that the demeanor of successful principals was "virtually identical" in both education levels. A couple of decades ago, a generative study from Feinberg (1999) tackled the question on the specific profile required for Dual Immersion or Two-Way schools' leaders. A total of 14 administrators in Dade County in Florida with experience in the oldest public bilingual program in the nation (Pellerano, Fradd, & Rovira, 1998) were interviewed. The results showed the appearance of "indicators that generic school administration training is not sufficient to prepare principals of two-way schools." (p. 48). The author contended that 'special skills' were needed to lead DLI programs, and their administration differs from other school programs. Consequently, the generic school administration training was not sufficient. The indicators of special skills were found in three major areas; management, change and educational reform, and bilingual school administration literature. In addition, Rocque, Ferrin, Hite, and Randall (2016) also found 'unique skills' in a qualitative study when profiling skills and traits of DLI leaders.

Profiling DLI school leaders at a secondary level. The profile of the population in this research study covered middle and high school leaders working at school sites or districts implementing dual language immersion (DLI) in California: principals, assistant principals, teacher specialists, or program directors. According to the U.S. Department of Labor (USDOL, 2017) survey of employment on May 2016, there was in the United States a total of 237,650 administrators in Elementary or Secondary schools -an increase of 2.2% from the previous year's figures-. According to the CDE, 26,893 administrators are employed in California elementary or secondary schools (CDE, 2018g). This profile was defined as leaders who 'Plan, direct, or coordinate the academic, administrative, or auxiliary activities of public or private elementary or secondary level schools' (USDOL, 2017, paragraph 3). The National Teacher and Principal Survey

(NCES, 2017) depicted the demographic profile of 90,400 principals in the U.S. The NCES reported that 2.3 percent of public K-12 principals had a bachelor's degree or less as their highest degree earned, while a 61.3 % had a master's degree. Regarding ethnicity, and according to the Department of Professional Employees (DPE), in 2015, 69% of the US educational administrators were white, 13.4% were African American, 3.8% were Asian, and 9.3% were Hispanic or Latino. Regarding gender, the same source stated that a 52% of public K-12 school principals are women.

No register or database specifically for secondary DLI school leaders was found at the time of the study. Only estimates could help in profiling this group. In one end, there was the data of Dual Immersion programs from the California Department of Education (CDE, 2018b), which showed an approximate a 6% of elementary schools applying DLI programs. In the other end, the data at the Bureau of Labor Statistics (USDOL, 2017b), that listed over twenty thousand professionals under the label of Education Administrators, Elementary and Secondary School in California. Cross referencing both, we can assume that at least a 6% of California Administrators work in DLI programs. More difficult was to come down to a final approximate number of secondary DLI school leaders. In this study, we focused on DLI school leaders profile working at a site or district level, in public or private secondary schools.

Regarding secondary school sites, data from the California Department of Education (2017b) stated there were less than half number of middle, junior high, and high schools compared with the total number of elementary schools. Accordingly, schools were bigger at higher levels. Bigger schools at upper levels hosted multiple programs coming as strands in one school site. Educational leaders at a secondary level need to conjugate many factors to facilitate DLI programs path, using some creativity and flexibility to adjust these particular programs in

the big scheme of the schools. De Jong and Bearse (2012) advised about the opportunity that a DLI program represents for any secondary school leaders; “Foremost, administrators need to acknowledge the strengths of having a DL program within the school and create the planning opportunities so that DL and mainstream teachers can plan together” (p. 27). The specific DLI programs administrator profile features required for this study are defined in chapter Three.

DLI leadership features and perceptions. As mentioned in earlier sections, scholars have failed in defining common features of good leadership despite intensive literature devoted to the topic. The nature the analysis of the features applied to define leadership has been also diverse; traits, styles, skills, strengths, responsibilities, roles, elements, dimensions, practices, etc. Since the main interest of this study was practical implementation, the research focused on the best leadership practices drawn from perceptions of experienced DLI school leaders.

Early in the field study of leadership, personality traits were searched to define effective leadership (Grinin, 2010). Today, the traits theory still resonates in literature, advocating for innate characteristics that define leadership. More recently, more layers have been laid in the concept. In an approach coming from the business world, Clifton suggested a different feature (Rath & Conchie, 2008) and defined leadership from the perspective of strengths. The author also strongly recommended a process of self-exploration to uncover and reinforce these strengths. In ulterior studies on leadership strengths, the authors introduced the idea of team leadership and balanced strengths.

As explained in an upcoming section about transformational leadership, this leadership was originally composed of three components, then two more were added commonly referred to as the five I’s (Avolio & Bass, 2002; Bass & Riggio, 2006; Marzano et al., 2005): Idealized Influence (II) -subdivided in attributes and behaviors-, Inspirational Motivation (IM),

Individualized Consideration (IC), and Intellectual Stimulation (IS). In the present literature review, the approximate equivalence of these leadership components and other features have been compared to establish a common ground on DLI leadership features (see Table 3).

In a narrative review of literature about school leadership, Cotton (2003) listed 25 practices for school principals (see Table 3). These 25 behaviors analyzed showed a positive correlation with the following dependent variables: student achievement, student attitudes, student behavior, teacher attitudes, teacher behaviors, and dropout rates. Even though Cotton's most of the studies analyzed concerned student achievement, the author concluded that principals had only an indirect effect in student outcomes.

In a thorough study of research literature on school leadership of 69 studies analyzing close to 2,600 schools, Marzano et al., (2005) registered seven times more studies at the elementary level than at a middle or high school level. Also, the number of elementary schools analyzed also doubled the secondary schools. In a practical application of their literature review, the authors delineated 21 responsibilities of the school leader (see Table 3). As opposed to first-order change where all responsibilities are present, when an organization engage in a second-order change are relevant: knowledge of curriculum, instruction and assessment; Optimizer; Intellectual stimulation; Change agent; Monitoring/evaluating; Flexibility, and Ideas/Beliefs. In addition, it is interesting to mention an article about the Balanced Leadership Framework (Waters & Cameron, 2008). In this article, the authors took forward these 21 responsibilities of effective leaders, from the perspective of equilibrium regarding the leadership actions. Balance and coherence share some similar characteristics since both face opposite forces in the search for harmony. Nonetheless, Waters and Cameron (2008) did not coincide in defining the main

leadership responsibilities beyond the terms of leadership, focus, magnitude of change and purposeful community.

Specifically focusing in DLI leadership, two studies have been found regarding elementary schools. In the first chronologically, Hunt (2011) analyzed three long standing dual immersion programs in New York. Hunt identified four leadership structures supporting bilingual communities; mission, collaborative and shared learning, flexibility and trust. Finally, in the second study about DLI leadership profile, Rocque et al., (2016) analyzed the opinions of elementary principals in Utah through 12 interviews and 29 online surveys in One-Way and Two-way Immersion programs. The authors concluded that DLI leaders displayed unique skills and traits. Initiating their analysis from the Marzano et al., (2005) 21 responsibilities framework, the study uncovered 13 new and specific skills for DLI leaders in One-way and Two-way immersion programs (see Table 3). The authors also concluded that five distinctive roles of DLI leaders surfaced; Immersion guru, Immersion proponent, immersion overseer, cultural unifier and agent of change.

Table 3.

Comparative matrix of leadership features depicted in the literature.

Five factors of Transformational Leadership (Bass & Avolio, 1997)	21 responsibilities of a school leader. (Marzano et al., 2005)	25 principal practices (Cotton, 2003)	Roles and skills of Dual Immersion leaders. (Rocque et al., 2016)	9 Dimensions of transformational leadership in education. (Leithwood & Jantzi, 2006)
Building trust (idealized attributes)	1. Affirmation 15. Optimizer 16. Order 17. Outreach 18. Relationships	1. Safe and orderly school environment. 2. Vision & goals on Student Learning 4. Self-confidence,	Immersion proponent <i>Positive and passionate Encouraging</i>	1. Setting Directions a. building school vision b. developing specific goals and

(continued)

		Responsibility & perseverance. 9. Parent & community outreach and involvement 10. Rituals, Ceremonies	<i>Commitment and support</i> <i>Trustworthiness</i> <i>Empathy</i> <i>encouraging</i>	priorities i. creating productive community relationships
Acting with integrity (idealized behaviors)	4.Communication 5.Culture 6.Discipline	7. Communication & Interaction 12. Collaboration 21. Protecting instructional time.	Cultural unifier <i>Ethical & moral leadership</i> <i>Communication</i> <i>Culture</i>	3. Redesigning the Organization h. developing a collaborative school culture g. creating structures to foster participation in school decisions
Inspiring others (idealized motivation)	2.Change agent 7.Flexibility 10.Input	3. High Expectation for Student learning. 13. Instructional Leadership 14. Ongoing Pursuit of Higher Student Learning 15. Norm of continuous improvement 16. Discussion of Instructional issues 20. PD opportunities 25. Role Modeling	Agent of change <i>Scheduling and time management</i> <i>Flexibility</i> <i>Input</i>	2. Developing People f. modelling desirable professional practices and values c. holding high performance expectations
Encouraging innovative thinking (intellectual stimulation)	9.Ideals/beliefs 11.Intellectual stimulation 13.Knowledge of curriculum, instruction, and assessment 20.Situational awareness	11. Shared leadership, decision making 18. Support teacher autonomy 19. Support risk taking	Immersion guru <i>Knowledge of culture</i> <i>Knowledge of language</i> <i>Intellectual stimulation</i> <i>Knowledge of curriculum, instruction and assessment</i> <i>Ideals/beliefs</i>	d. providing intellectual stimulation

Coaching people (individualized consideration)	3. <i>Contingent rewards</i> 8. <i>Focus</i> 12. <i>Involvement in curriculum instruction and assessment</i> 14. <i>Monitor/evaluating</i> 19. <i>Resources</i> 21. <i>Visibility</i>	24. Recognition of student and staff achievement. 22. Monitor Student progress 23. Use of student data for improvement. 5. <i>Visibility & accessibility</i> 17. Classroom Observation and feedback teachers. 8. Emotional and interpersonal support.	Immersion overseer <i>Recruiting</i> <i>Hiring</i> <i>Involvement in curriculum, instructions and assessment</i> <i>Visibility</i> <i>Monitor/evaluate</i> <i>Focus</i> <i>Resources</i> <i>Order</i>	e. offering individualized support
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To conclude this section, and provide with more basis on the analysis of leadership practices based on perceptions, it is necessary to clarify that this qualitative study focused on how leaders perceived best practices. Perception is subjective activity that can produce multiple interpretation of the same event by different observers or participants. It is precisely this richness of multiple views that a qualitative researcher such seek in human behavior, since there is no univocal interpretation of human interaction. In words of Given (2008) “Qualitative researchers are most interested in individual perception to gain access to understanding the meaning of experience for an individual, a culture, and or social groups.” (paragraph 3). In the next section, this study delves into leadership best practices in DLI programs.

DLI leadership best practices. Best practices in education is a nebulous concept that serves as a conceptual umbrella for interchangeable labels such as effective, evidence-based, promising, data-driven, exemplary, improved, or quality practices. As well, each concept listed before may attain to expanded meanings that are just partially synonyms or not synonyms at all such as innovative, guiding principle, consolidated, non-negotiable, empirical or experimental practices. According to Patton (2001), the concept ‘best’ may be used deceptively as a powerful

inveiglement to lure unaware individuals or organizations into political or biased interpretations of certain events in the interest of a particular group. In past sections, it has been depicted how bilingual education has a convoluted history of political ramifications and controversies. To defuse the risk of bias, Patton presented three principles that should be located at the gravity center of best practices: comparability, generalizability, and dissemination.

The first principle, comparability, depicts the idea of systematic evaluation of different programs or features within programs in order to draw some feasible conclusions. Furthermore, the groups or practices evaluated should be comparable, meaning that they should share approximately the same group profile, similar context, final goals, and general design features. The second principle requires that effective practices may be generalizable, compared with others and replicable to similar programs or contexts. The third principle states the ultimate goal of the evaluation of different practices should be dissemination, as it is for both quantitative and qualitative research activities. Adding to these three principles, the concept of equitable should be added when educational practices are evaluated.

Acknowledging the difficulties that inherently came with the identification of ‘best practices’, this research study used this concept as unifier for effective-proven, scholarly-based, comparable, generalizable, and replicable actions drawn from experienced DLI leaders using qualitative inquiry methods. The present study orientation focused on the praxis, proceedings that are practical, and applied systematically in equitable settings. The underlying idea was to orient leaders in building and developing a shared vision for DLI programs by involving all stakeholders as a team. In doing so, best practices revealed as the key to create a common ground for a shared understanding of DLI programs.

In a comprehensive review of research literature and best practices -or guiding principles- for DLI programs, Lindholm-Leary (2005) and Howard et al., (2007) established seven categories or strands to be analyzed: (a) assessment and accounting; (b) curriculum; c) instructional practices; (d) staff quality and professional development; (e) program structure; (f) family and community; and (g) support and resources. In the first category, assessment and accountability, the salient features of effective practices used assessments to monitor the programs, align curriculum, standards and vision of the program. In addition, assessments are conducted in both languages, consistently applied, supported with the appropriate resources, and disseminated once interpreted accurately. In the second category, the curriculum is aligned with assessment, meaningful, challenging not remedial, reflecting the values of students' cultures, horizontally and vertically articulated, with the integration of technology and aiming to the goal of full biculturalism and biliteracy. The third category depicted instruction as strict monolingual activity in the dual immersion classroom, respecting the needs of all students, where language goals are embedded in the curriculum. DLI Instruction should promote positive relationships between students and teachers, allowing collaborative work to happen frequently with peers. Instruction should minimums for each language, depending in the program model. The fourth category encompassed staff quality and professional development. High quality teachers with the appropriate certifications with a native or native like ability in the target language should be selected. Knowledge of technology, bilingual authorization, instructional strategies and classroom management is a requirement. Regarding professional development, DLI effective practices it should stress in language instruction, material development, educational equity and second language and dual immersion theory and models. Collaborative research and self-reflection is encouraged, as well as vertical and horizontal articulation in professional

development. The fifth category is one of the most extensive in content. It covered effective practices aiming for coherence, a shared vision committed in providing a multicultural approach to fully achieve biliteracy and biculturalism. It stressed the high expectations for all students, from a perspective of respect in every aspect of the daily activities; safe and caring environment, ample support and resources, additive bilingualism approach, awareness of diverse populations. Another important aspect depicted in the effective practices is a leadership team that provides with advocacy, communication, funding, planning, overseeing and adequate professional development for DLI programs following the principles of second language acquisition, immersion classes and effective proven and innovative classroom practices. The sixth category referred to family and community practices. The document directed to enhance the variety of home/school collaboration, valuing bilingualism and biliteracy, with bilingual office staff and bilingual signs and announcements. In one word, embodied the idea of multiculturalism establishing partnerships with the parents and the community. The seventh category, versed about support and resources, ensuring equitable allocation of resources, involving all stakeholders in a supportive and integrated community while students have equal access. The overall idea favored a knowledgeable community, with equitable resource for all languages and that can advocate for the program.

Sandy-Sanchez (2008) reviewed the implementation of these categories (Howard et al., 2007) -or guiding principles- at a secondary level of DLI programs. These best practices were originated at the Dual Language Education of New Mexico (DLENM) conference, a non-profit educational organization that was born to promote dual language program in New Mexico. Sandy-Sanchez cautioned that, while these guiding principles may provide with advice to K-12 programs, may not fully answer the complexities of secondary education. In this article, non-

negotiables for elementary, middle and high school were established. The strict separation of languages of instruction and a K-12 commitment was common in all levels. One of the main differences was that while in elementary the 50% instruction time mantra was inviolable, in upper levels was not. Plus, other differences were that in Middle school both language arts and core content courses minimums should be taught, lowering the percentage of instructional time in the target language (cite). In high school, another minimum for the target language and the core content courses was established from grades 9-12. Finally, two specific secondary challenges were mentioned; scheduling and availability of teachers for dual immersion courses.

Montecel and Danini (2002) identified promising and exemplary practices in 11 schools in 9 different states using a mixed methods approach. Comparing implementing Dual Language Immersion programs at the elementary, middle and high school levels, the authors concluded that there were 25 indicators of successful programs clustered around three focal points; student outcome, school level, class level. They cautioned the readers that their research was not a strict evaluation of practices, but the drawing of criteria emerged from observation and learning from the programs. As a consequence, the results were initially presented as practices, changed then into indicators or criteria not effectively evaluated, but drawn from observation and learning. In the next section, the transformational leadership profile in DLI is delineated in accordance with the literature on the matter.

Transformational leadership in Dual Language Immersion. In this final section, transformational leadership is profiled insofar as its characteristics conform with Dual Language Immersion education. From its historical inception and evolution to the specific features applied in school, this style of leadership is dissected in order to depict its applicability in this type of programs. In a review of the first two decades of research on transformational leadership, Bass

(1999) stated that the main goal of a transformational leader was to align the organization interests with those of their members. Simply put, to build a shared vision. Originally profiled by Burns (2003) in the late 1970s in his generative work about leadership and the pursuit of happiness, it seemed that the key mission of this type of leaders was to define a valid model for managing change in a rapidly evolving postmodern society, known as the Informational Age (Castells, 2010). In the postmodern society, individuals are motivated by their hierarchy of needs (Maslow, 1987). Leaders should ensemble the individual needs with the one from the society they inhabit, with the aim of clarifying the mission and vision of educational organizations.

In defining leadership, Burns (2003) established that the scope of leader's activity manifests itself as a moral endeavor in pursuit of an answer for societal inequities. Leaders should use every drop of their energy to level the ground for the underserved. Deepening its delimitation, Avolio and Bass (2002) contrasted the transformational leadership with the transactional profile through the analysis of multiple leadership cases. Transformational leaders gravitated towards a more idealized and inspiring trajectory, where intellectual stimulation and individual consideration were more displayed closer to their actions' apogee. In contrast, transactional leaders tended to be rewarding by contingencies, active in managing by correcting followers when needed, and passive non-proactive, consistently waiting for problems to appear, delaying or avoiding making decisions. Traditionally, transformational leadership have been defined by four components known as the five I's (Avolio & Bass, 2002; Bass & Riggio, 2006; Marzano et al., 2005): Idealized Influence (II) -subdivided in attributes and behaviors-, Inspirational Motivation (IM), Individualized Consideration (IC), and Intellectual Stimulation (IS) (see Figure 2).

Originally, the first two dimensions, Idealized Influence and Inspirational Motivation, were combined in one factor called Charisma. While in the first component, Idealized Influence, the leader leads by example as setting the expectations of the followers acting as a role model, in the second component, Individualized Consideration, the leader's goal is to coach and empower followers to reach success or their maximum potential. This venture entails challenging the followers to achieve their highest potential by deeply caring in a personalized manner. In the third component, Inspirational Motivation, the leader is expected to inspire all stakeholders to new heights, articulating a vision of the future by displaying optimism, team spirit, and enthusiasm. Finally, in the Intellectual Stimulation component, the leader constantly encourages learning and growth, asking for innovative solutions to old problems as creativity is encouraged.

Still an evolving theory, the 'full range leadership theory' has evolved from three to five dimensions (see Figure 2). In the first dimension, idealized Influence, had split into two more dimensions; Idealized Attributes (IA) and Idealized Behaviors (IB) (Bass & Avolio, 1997). While the latter is more similar in definition as its predecessor, the Idealized Influence added the idea of building relationships with all stakeholders based on trust, integrity and respect. The MLQ questionnaire is the quantitative instrument usually associated to the measurement of transformational leadership. It analyzes nine factors, where the last five ones correspond to the five I's of transformational leaders. The full range leadership theory also depicts the level of activity and effectiveness (see Figure 2).

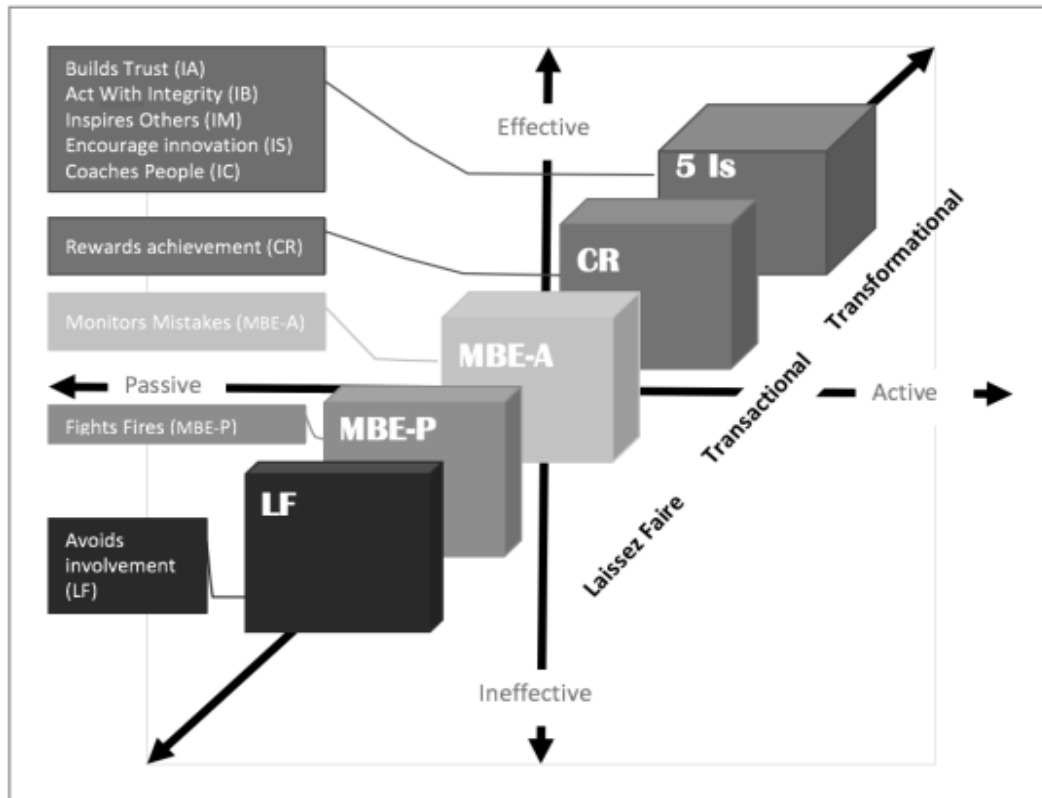


Figure 2. The full-range leadership theory factors. Source. (Adapted from MLQ™ Bass & Avolio.1997).

Note. Source from *Full range leadership development: Manual for the Multifactor Leadership Questionnaire* (p.28). By Bass, B. M., & Avolio, B. J. (1997). Palo Alto, CA: Mind Garden. Copyright by Mind Garden-Bass & Avolio (1997). Reprinted with permission.

The world is deeply transforming its societies, where change is rapidly increasing. School systems are not exempt from this centrifugation spiral. If all aspects aforementioned about a rapidly evolving multicultural society in an informational age and the redefinition of the leadership roles in all systems are correct, these features become even more compelling in educational leadership; the future of the next generation is at stake. Modern mass systems of public education, which were initially created to answer the needs of the group in an incipient industrial society (Robinson, 2011), remain still today bounded by an agrarian restricted calendar. After the industrial revolution, the factory model was transferred to the school system;

age level grouping, labor specialization transferred to area contents, achievement of basic literacy and numeracy, participation in mass social activities to enhance the community, and disciplinary respect for the managerial and bureaucratic layers. In the 21st century society, which Trilling and Fadel (2009) labelled as the Knowledge Age, the educational goals of every society have changed regarding the group contributions to work, fulfilment of civic responsibilities, exercising and developing personal talents and carrying traditions and values to the future. Leaders in education should rapidly adjust to an ever-changing landscape in dealing to manage constant change. In this environment, transformational leadership may become the most effective to ensure educational equity and coherence to develop a shared vision for all stakeholders. Let's begin with a clarification of what transformational leadership represents in education and how it differs from other leadership styles.

Mystifyingly, the literature about leadership depicts multiple transformational profiles evolving from the "Great Man" leadership, a paradigm commonly found the 1900s (Grinin, 2010). Moreover, within the very transformational leader profile, there exists a manifold expression; it can become directive, participative, authoritarian or democratic (Bass, 1999) or a little of each, depending on the circumstances. Bass counterpoised the transactional leadership to the transformational style, stressing that both had shared characteristics. In addition to the many leadership styles defined in literature - instructional, transactional, moral, participative, collaborative-, another very similar leadership style has been defined in educational settings, but distinct of the transformational style: the transformative leadership (Shields, 2010). The fact that there is no univocal depiction of a transformational leadership (Leithwood & Jantzi, 2000) adds some entanglement to this clarification process. Consequently, the two types of educational leadership can be easily confused. While transformative leadership originally focused on raising

human consciousness by appealing to the very soul of followers (Leithwood & Jantzi, 2000), in recent years the concept has evolved into empowering a wide range of people into the educational community in the pursuit of higher goals (Telford; 1996), distinctly focused on social justice and equity from a critical theory standpoint (Shields, 2010; Monroy, 2012). In educational settings, this pursuit process requires from the followers to go beyond their separate interests for a deeper understanding, relying in the collectivity to build upon (Hunt, 2009). In a study from the transformative leadership standpoint, Hunt (2009) compared the achievement of students with special needs in DLI programs with a similar comparison group of students with special needs within one district in Virginia. The author concluded that, even though DLI had not negative effects on these students, and some can be successful, it seems that DLI programs did close the gap for Special Education or low SES students. Hunt advocate for a transformative leadership to change the dynamics of inequity. Later on, Hunt (2011) drawing from the previous study on Dual Language Immersion programs, stated that there were four defining elements of transformative leadership; trust, mission, flexibility, collaboration and shared leadership. In another study, McKenzie (2014) studied the effectivity of transformative leadership on ELL students in one school in Georgia using a qualitative approach. The author concluded that a transformative leader was best to manage real change.

All three leadership styles (transactional, transformative, and transformational) intersect at some point. Furthermore, Leithwood and Jantzi (2000) clarified that there is still the need of some of the transactional -or managerial- skills for leaders to be effective from a transformational viewpoint. The authors also added six differentiated dimensions for transformational leadership in schools: building school vision and goals, providing intellectual stimulation, offering individualized support, symbolized professional practices and values,

demonstrating high performance expectations, and developing structures to foster participation in school decisions (Leithwood & Jantzi, 2000). Similarly, transformational leadership requires of the followers to advance beyond personal interests and align them with the institutions for a greater good. It seems that, whereas transformative leadership propels collective transformation by virtue of boosting change, transformational leadership develops a more directed approach to build a shared vision of that same change process. To better manage change, there is the need to build a compelling shared vision. Transformational is proven to be superior in doing so.

Similarly, Shields (2010) contended that the three types of leadership were different;

In sum, transactional leadership involves a reciprocal transaction; transformational leadership focuses on improving organizational qualities, dimensions, and effectiveness; and transformative educational leadership begins by challenging inappropriate uses of power and privilege by challenging inappropriate uses of power and privilege that create or perpetuate inequity and injustice. (p.564)

There are not many studies on the influence of transformational leaders on education, even less in Dual Language Immersion (DLI) programs, and still even fewer on DLI at a secondary level. So far, the transformational style is the most studied and empirically validated. Factually, Bass and Riggio (2006) depicted what they called as an ‘explosion in leadership education’ in the United States and worldwide. Numerous organizations, colleges and business are offering leadership programs. Among them, transformational leadership probably the most studied and evidence-based with assessment tools like the MLQ questionnaire (Avolio, Bass, & Zhu, 2004; Bass & Avolio, 1997). In addition, a number of studies (Leithwood & Jantzi, 2000, 2006) and dissertations (Furlong, 2011; Petersen, 2012; Wyse, 2014) have used this type of

leadership as a framework. However, Bass and Riggio (2006) warned us against the misuse of this type of leadership in education:

Clearly, education and training can seldom turn an exclusively transactional leader into a highly transformational leader. Moreover, some leaders, while striving to be transformational leaders, can misuse their training. Their pseudotransformational efforts only further the leader's self-interest and values. Under the influence of such a leader, followers can be directed away from their own best interests and those of the organization as a whole.... But leadership—particularly transformational leadership—should be regarded as an art and a science likely to be enhanced with a quality education process. (p. 136)

Then, why should transformational leadership be the best fit for education, specifically for DLI programs? In this study, we contended that transformational leaders in Dual Language Immersion programs at the secondary level should redefine the vision of the program, striving for an equitable environment that promotes intellectual stimulation, individualized consideration, and motivational inspiration to lead all stakeholders in dealing with change. In this same line of thought, a study of a national sample of teachers and principals in England encompassing more than 500 schools, Leithwood and Jantzi (2006) supported the suitability of the transformational profile for school settings. The authors acknowledged that empirical evidence was scarce, but they dismissed criticisms about the full range leadership model applied to education:

While there is much discussion in the educational literature, both supportive and critical, about transformational orientations to leadership, empirical evidence about its effects in school contexts is extremely thin. Virtually all of this evidence, however, attests to the

suitability of transformational leadership practices in schools faced with significant challenges for change. (p. 204)

Still, the criticism on the transformational nine factors range have continued in the literature (Edwards, Schyns, Gill & Higgs, 2012). However, Leithwood and Jantzi (2006) established three broad categories for transformational school leadership, subdivided in nine more specific dimensions or factors. The first category, setting directions is divided the following three dimensions: building school vision, holding high performance expectations, and developing specific goals and priorities. The three dimensions of the second category, developing people, were intellectual stimulation, offering individualized support, and modelling desired practices and values. The third category, redesigning the organization, was depicted by the following dimensions: creating structures to foster participation, developing a collaborative culture, and creating productive community relationships.

All in all, this study contended that the transformational profile is better suited for DLI programs since it responds more completely to secondary education requirements. While some characteristics of transactional and transformative features may be needed, a high transformational leader unfolds as a befitting superior match for DLI programs at a secondary level to promote equity, quality instruction, and program coherence and articulation in building a shared vision for all.

Summary of Literature Review

The review of the literature on best practices for secondary Dual Language Immersion school leaders in Southern California has revealed the quintessential aspects of this study. On the one hand, a summary of education and language features in the United States, particularly on Dual Language Immersion instruction, has been performed. Three main constructs regarding best

practices have arisen: equity, instructional quality, and coherence. Although it is built within the fabrics of the equity, coherence and instructional practices constructs, the concept of shared vision is the key to understanding the purpose of transformational leadership, the lens utilized as overall theoretical framework. Analyzing leadership in its educational nature, models, features, and best practices, this researcher concluded that this type of leadership is best suited to develop and sustain DLI programs at a secondary level from a shared vision perspective (see Figure 3).

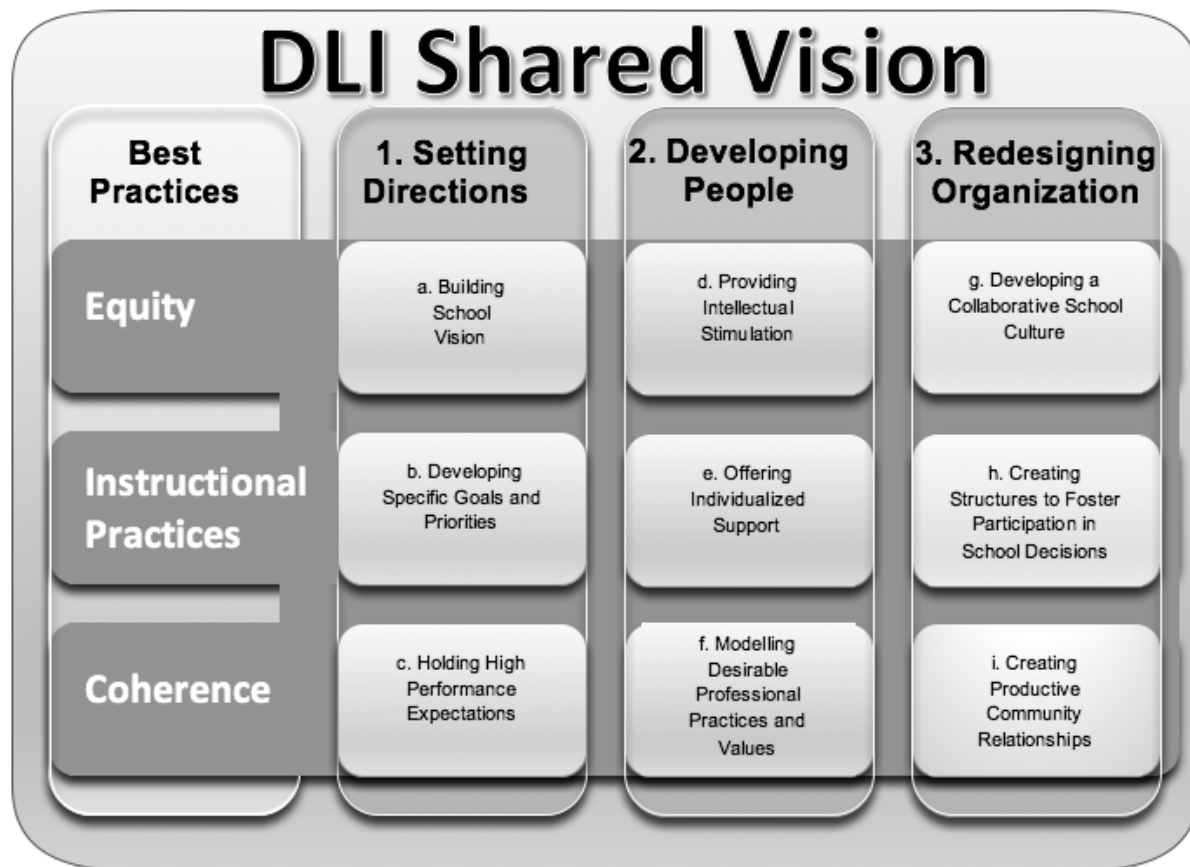


Figure 3. Developing a shared vision on best practices from transformational leadership in secondary DLI programs.

Note. Source from *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. By Leithwood, K., & Jantzi, D. (2006). *School Effectiveness and School Improvement*, 17(2), p. 220. Reprinted with permission.

Chapter 3. Research Design and Methods

Introduction

In this chapter, an outline of this phenomenological study's design and methods is delineated. A description of the methods, the settings and the population sample, plus sampling and recruitment procedures is also provided. Human subject considerations have been described, as well as the instrumentation, data description, data collection, data management, and ulterior analysis. Finally, this chapter ends with the depiction of the researcher's positionality.

Research Design and Rationale

This research study took a qualitative phenomenological approach in order to gain an in-depth understanding of the best leadership practices in secondary Dual Language Immersion programs. From a tradition of transcendental phenomenology, Husserl (2001) stated that qualitative research should look into phenomena with a fresh look and with an open mind. As a result, the creation of knowledge derives from the very essence of lived experiences (Creswell, 2007; Moustakas, 1994). From a transcendental view, three stages were needed to make sense of the research data. At the first stage, through a method of bracketing (Bernard, Wutich & Ryan, 2016) or epoché, the researcher put aside his own biases so experiences were not filtered by his cultural or philosophical lens. The second stage consisted of a phenomenological reduction to describe the essences of the phenomenon described. Once the data was collected, the third stage needed to deduce the structural essence of the phenomenon.

In this respect, Creswell (2014) stated that phenomenology unfolds as an inquiry design, where the author described the "lived experiences of individuals about a phenomenon as described by participants" (p.69). The current study examined how secondary DLI school leaders perceived best leadership practices. The variable under investigation is best practices from the

transformational leadership perspective as adapted to educational leadership (Leithwood & Jantzi, 2006), which has been defined as the best option to develop a shared vision (Roueche et al., 2014). From this main variable, stemmed three sub-variables; best practices in equity, instruction, and coherence. All of them were drawn from the transformational leadership framework in education defined in nine dimensions or constructs (see Figure 3). To collect data on these sub-variables, nine DLI school leaders were interviewed, one-on-one and face-to-face, using a protocol of semi-structured interview questions (see Appendix D). Inclusion and exclusion criteria of school leaders is found in the next section on population sampling. Data was collected through the interviewee's oral self-report, which was audio recorded and transcribed with the participants' permission. In addition, the researcher took notes during the interviews, as well as subsequent memoing. Data collection was cross-sectional and was conducted over the course of four months.

Since the study design anticipated to draw from perceptions on leadership best practices by experienced and knowledgeable DLI school leaders, the qualitative phenomenological approach was best suited for the purpose of this research. Several qualitative features and techniques have been used during the research process. A non-probabilistic purposive expert sampling was used. The rationale behind this choice was that it was needed a particular expertise that only a reduced group of individuals possessed compared with the general population, and these individuals were hard to find (Bernard et al., 2016). The interview appeared to be the perfect elicitation technique to generate immediate and thoughtful reactions from these individuals. As well, a constant comparison method used in data analysis "involves searching for similarities and differences by making systematic comparisons across units of data." (Bernard et al., 2016, p.107) as part of content analysis. Content analysis has 'deep roots' and is a well-

known qualitative method that implies systematically coding content data. In doing so, this study has drawn from literature review a priori deducted themes, that were analyzed using coding. As a researcher, this process was also open to the appearance of new themes stemming from the interviews, a process called metacoding (Bernard et al., 2016). When themes and codes started to repeat, a saturation point was reached and there was no need to keep coding.

The main instrument utilized in this study, semi-structured interviews, was used as a protocol to elicit meaningful and valid data. This instrument is a valid and reliable tool, with a long tradition in educational qualitative research that is flexible and produces a great amount of data (Bernard et al., 2016). Furthermore, Seidman (2013) asserted that qualitative research is better suited for educational organizations. Acknowledging that most of the research in education is conducted quantitatively, Seidman contended that the perspective of all individuals whose collective experience builds schooling is better represented with qualitative approaches. Analyzing perceptions of knowledgeable individuals or key informants results in increased understanding since “social abstractions like ‘education’ are best understood through the experiences of the individuals whose work and lives are the stuff upon which the abstractions are built” (Seidman, 2013, p.9). In addition, interviews on perceptions by experienced and knowledgeable individuals provide thick and rich descriptions (Given, 2008). In an attempt to create internal coherence, all questions on the interview were aligned with the research questions and the literature supporting them (see Table 5).

Setting

The setting of the study was limited to Southern California. DLI programs are common (DLS, 2018) and long established in this area. Every school or district pertained to any of the Southern California area that comprised the ten most meridional counties in the Golden State:

Imperial, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura. These ten counties are inhabited by more than half of California's inhabitants (USCB, 2017). The study selected secondary urban public schools in one or more districts implementing K-8 or K-12 Dual Language Immersion programs in one or more southern counties. The secondary DLI school leaders participating in the study were selected from at least three different districts, as discussed in the selection criteria.

Population, Sample and Sampling Procedures

The population of interest for this research study was comprised of middle and high school leaders working in a Dual Language Immersion program at school and district sites in Southern California. The school leader's profile corresponded to principals, assistant principals, program directors, department heads, or teacher specialists. The U.S. Department of Labor (USDOL, 2017) survey of employment as of May 2016, stated that there were a total of 237,650 administrators in elementary or secondary schools. In California, 26,893 administrators worked at elementary or secondary school jobs (CDE, 2018g), a consistent increase of 4.4% from the previous year's figures (CDE, 2018g). Furthermore, the National Teacher and Principal Survey (NCES, 2017) depicted the demographic profile of 90,400 principals in the U.S., revealing that approximately two out of three administrators nationwide were not currently principals. They could have been former principals or may become principals in the near future. The sampling frame for the targeted demographics is discussed below, using the most profiled administrator; the principal. This study acknowledges that teacher specialists and department heads are not usually listed as administrators, although they may carry out school leadership roles. Thus, they can become administrators in the course of their career. This is the main reason why this study

did not limit the analysis to solely the principalship role, with the intention of expanding the leadership profile base to different positions.

In profiling the school leaders demographically, the NCES survey reported that 2.3% of public K-12 U.S. principals had a bachelor's degree or less as their highest degree earned, 61.3 % had a master's degree, 27% had an education specialist/professional diploma, and 10% had a doctorate or first professional degree. A profile of education administrators in California carried out by state's Department of Education (CDE, 2018g) established that in 2016-17, 12% of public K-12 principals had a bachelor's degree or less as their highest degree earned, 75.3 % had a master's degree or more, with 7% of administrators having a doctorate degree. In terms of ethnicity, the CDE stated that 61% of California's educational administrators were white, 7.4% were African American, 22.1% were Hispanic or Latino, and 4.1% were Asian. As for gender (DPE, 2018), 52% of public K-12 school principals were listed as women. The sample of this study would try to mimic these demographic features as much as possible.

The sampling method started with the definition of the sampling parameters. Since it was necessary to select a group of secondary DLI school leaders, an expert sampling was used to access the most knowledgeable secondary DLI school leaders. First, the southern local county offices were contacted to draw from knowledgeable individuals about effective DLI programs in Southern California. Using online databases, all Dual Immersion schools in California were identified by cross checking data from the three Dual Immersion Program database sites available, for then selecting the Southern California ones:

1- California Department of Education, (CDE, 2018c): 201 schools identified.

2- Center for Applied Linguistics, (CAL, 2018b). CAL.org database: 271 schools identified.

3- Dual Language Schools site, (DLS, 2018): 416 schools identified.

In the first database, the CDE (2018c) established that about 6% of elementary schools were implementing a Dual Language Immersion program. However, there was no accurate accountability for middle or high schools implementing DLI programs. As such, it extrapolated a maximum of 6% of the total administrators in California, delimiting the pool of possible participants in the study. Presuming that 6% of California's 26,893 administrators are DLI (CDE, 2018g), this resulted in a sampling frame of 1,613 possible participants. Another challenge arose in the process of targeting administrators to be recruited specifically as DLI leaders, differentiating them from a larger pool of general secondary administrators. Then, once the pool of secondary school leaders in Southern California was established, the DLI leaders were contacted individually by email or phone call to commence the recruitment process and to determine eligibility according to the selection criteria. In addition, criteria on equity, efficiency and length/span of the school or district site programs were applied to select quality immersion programs.

Questions on experience and participation in DLI programs were used to discard non-suitable participants through the initial contact. As well, districts were excluded if they did not meet the criteria in length/span of implementation, equity, and efficiency. Questions were prompted to collect demographics on highest degree earned, ethnicity, and gender, in order to discern the representativeness of respondents to the larger population demographics. The inclusion criteria encompassed administrators working or having worked recently as a DLI school leader for at least two years in a school or district site over the past five years in secondary levels in Southern California. The exclusion criteria for the school leaders encompassed not having worked in a secondary DLI school or district in the last five years, and

having less than two years of experience in this type of job in Southern California. Additionally, the DLI program should have been at least five years in length in application and comply with the equity and efficiency criteria established. As for enrollment profile, it was needed to have a minimum of 33% of SES students or 20% ELL (at least one of these criteria must be met per school). When the district or school did not meet the two criteria, less than 33% of SES students and less than 20% ELL enrolled, the program was excluded from this study. Exclusion criteria were also applied when schools or districts are in orange or red levels of performance in two or more of the last two equity reports from the California School Dashboard report, and have less than five years of DLI application.

As mentioned above, school sites or districts selected required a minimum threshold of 33% of low SES or 20% of ELL enrolled students (at least one of these criteria). Additionally, to ensure the selection of effective and equitable DLI programs, for a district to be selected, it should have at least one middle, or one high school that have all implemented the program from K-8 or K-12 successfully for at least five years. Using public records available at the CDE (2018f) from the California New Integrated Accountability and Continuous Improvement System (CNIACIS), also known as California School Dashboard (CDE, 2018f) and the California Assessment of Student Performance and Progress (CAASPP, 2018). The California School Dashboard accountability system establishes different performance levels regarding status and change performance in a five-color scale. These five levels are for the Change factor (a) Red: Declined Significantly, (b) Orange: Declined, (c) Yellow: maintaining, (d) Green: increased, (e) Blue: increasing significantly. The five levels for the Status factor are (a) Red: Very Low, (b) Orange: Low, (c) Yellow: Medium, d) Green: High, (e) Blue: Very High (See Table 4). The equity report of the California School Dashboard (CDE, 2018f) analyzes the following three

indicators: English Learner Progress (ELP), achievement in Mathematics and English Language Arts (ELA). The selected sites must have achieved yellow, green or blue or performance levels in Change and Status factors for two consecutive reports in at least five out of the six indicators (three indicators per each report). This equity report only applies to middle school, since high school report different state indicators, alternative effectivity indicators were used such as graduation and suspension rate.

Table 4

California Dashboard performance levels by colors in Status and Change or CNIACIS. Source (CDE, 2018f).

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Note. Source from *CNIACIS Dashboard performance levels* by the California Department of Education (2018f).

Retrieved from <https://www.caschooldashboard.org>. Copyright by CDE (2018). Reprinted with permission.

To ensure program achievement efficacy, a second layer of accountability was used with the CAASPP report, especially for high schools, since their achievement progress for Mathematics and ELA is not displayed in the CNIACIS report. For any DLI program to be selected, a minimum of 60% of achievement -meaning standard nearly met, standard met or exceeded- in the 2016-2017 consecutive years' average in Mathematics and English Language Arts/Literacy within the economically disadvantaged subgroup in school or district wide (See Figure 4). Eventually, if the school leader works at a district level, the criteria applies to the whole district. If the school leader works at a specific school site, the criteria is applied specifically to that school site.

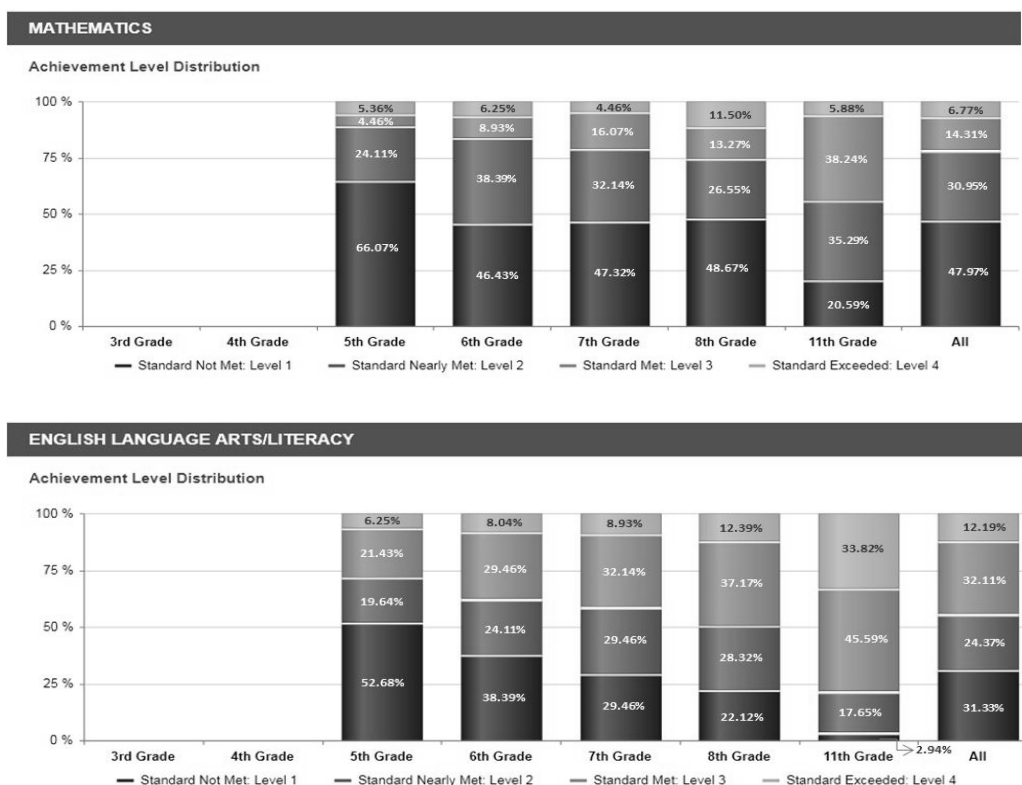


Figure 4. Achievement levels in Mathematics and ELA. Sample graphic bars (CAASPP, 2018).

Note. Source from CAASPP graphic samples by the California Department of Education (2018f). Retrieved from <https://caaspp.cde.ca.gov>. Copyright by CDE (2018). Reprinted with permission.

To select the key informants as participants, a non-probabilistic purposive expert sampling method was used. This sampling method is also known as judgement sampling, (Bernard, Wutich & Ryan, 2016). With this sampling method, the desired sample size was at least six participants from secondary DLI programs, selected from at least three different school districts. A minimum of six participants was set to provide validity through trustworthiness by checking the accuracy of the findings using thick and rich descriptions, clarifying the bias of the researcher, or using peer debriefing (Bernard, Wutich & Ryan, 2016). The final number of participants was 9 school leaders from 4 different districts. As discussed per Lincoln and Guba (1986), trustworthiness is the main component of a project's credibility, authenticity (Lincoln, Lynham, & Guba, 2011,) as well as its transferability, consistency, and neutrality. Despite not having a general agreement on a minimum number of participants required for phenomenological analysis, Creswell (2014) established "that sample size depends on the qualitative design being used (e.g., ethnography, case study). From my review of many qualitative research studies, I have found narrative research to include one or two individuals; phenomenology to typically range from three to ten" (p. 420). Adding to this discussion of non-probabilistic sample size procedures, Bernard, Wutich and Ryan (2016) established a number of 16 interviews to be sufficient in identifying and understanding emerging themes. Since this study already presents a priori deducted themes, and is open to metacode new themes, a number of at least six interviews was established. Implementing the saturation technique (Creswell, 2014; Bernard, Wutich & Ryan, 2016) ensured that an optimal data collection point was reached. This meant that there was enough information to replicate the study, thus no further coding was needed. Until this saturation point was reached, the number of participants was extended beyond the minimum of six.

The study's anticipated response rate was 25% of all school leaders contacted in person, by letter, email (see Appendix E) or phone. It was desired that the projected demographics of participants would mimic the profession's demographic features outlined above as closely as possible. In case of a non-response, a second round of contacts was made by letter, email and phone (see Appendix C), until at the needed amount of participants was identified.

The final process to recruiting DLI leaders was done in the following manner. After selecting the secondary DLI programs that met the selection criteria, and the initial contact was made, a research proposal was sent to district superintendent or designated official for their approval. As well, the principal of the school or the program director were contacted and provided with the research proposal to grant their permission to access the school or district site. Follow-up phone calls or emails were delivered to ensure the participants' enrollment if there was no response, or to confirm appointments. No more than two candidates from each school site, and no more than three from the same district were selected to ensure a diverse perspective, until at least six candidates or more were selected.

Recruitment procedures were completed by informing each voluntary adult participating in the study about their option to withdraw from the study at any time without any risk, as explained in the informed consent letter (See Appendix B). A previous screening served to select the participants, check eligibility based on inclusion and exclusion criteria, and to collect the informed consent by submitting a paper form delivered or being signed the day of the face-to-face interview. A form of the informed consent was emailed prior to the meeting. Since face-to-face interviews or phone calls were used to collect data, respective protocols were created (see Appendices C & D). As well, this study considered availability and accommodations for the key informants to be interviewed as quintessential. Thus, the researcher accommodated to the needs

of time and space demanded for the participants. The projected demographics of participants mimicked the population's demographic features outlined earlier in this chapter. Demographic questions (see Appendix D) on experience and participation in DLI programs were used to identify as ineligible participants, both before and during the interview.

Human Subject Protections

The researcher obtained district permission by sending a research proposal (see Appendix A) to each selected program. To protect the welfare and the rights of individuals participating in this research study, the study was reviewed and approved by Pepperdine's Institutional Review Board (IRB, 2018) (see Appendix G) in order to proceed according to the fundamental ethical principles for any research study involving human subjects. An exempt protocol application was filed and approved, since this study did not involve subjects under the age of 18, had no more than minimal risks (See Appendix B), there was no sensitive data collected from identifiable participants, and did not involve special or protected populations. Once access was granted, an informed consent from every participant via paper form (Appendix B) was collected. On the informed consent form (See Appendix B), there was an assurance for voluntary participation, privacy, and the statement of the right to withdraw at any moment, as well as the statement from the researcher and the dissertation chair, alongside contacts and credentials. Every interviewee was assured privacy by assigning them a pseudonym and a number (in order of interview) once enrolled as a participant. Any possible identification or personal data was stripped from audio recording and transcriptions, and all participants were de-identified previously from any data analysis and/or research presentation.

Certain minimal risks were involved, such as increased stress and workload for DLI school leaders when completing the interviews. This study could entail benefits for DLI

programs such as applying its findings toward improved DLI leadership practices, enhancement of DLI student's achievement, and improved opportunities for DLI leadership professional development. All participants were offered a \$25 gift card in gratitude for their time and interest. All data and signed consents obtained were stored in a secured cabinet and under one single computer with a password assigned. Only the researcher had access to the data, and all data collected was be securely stored for three years after the dissertation defense, after which it was be destroyed.

Measures

The data collection method chosen for this qualitative phenomenological research study is a semi-structured open-ended interview to gather in-depth data. An interview protocol (See Appendix D) was used to conduct the data collection. The semi-structured open-ended interviews consisted of thirteen questions plus three demographic questions, that were reviewed by two experts in the field and first piloted with a non-participant. Even though the questions were identical for all participants, the answers provided may not cover all aspects needed. When necessary, the research used the probing technique to elicit an extended answer. According to Bernard, Wutich and Ryan (2016) "Probing is the key to successful in-depth interviewing; it definitely does not mean prompting" and avoiding prompting may require the use of silence, echoing, asserting, preambles to questions, and neutral probes such as "Tell me more about it" or "Could you extend your explanation?".

With participant permission as stated in the informed consent, the interviews were recorded using an audio recorder device. The resultant content was recorded and transcribed using rev.com app, a paid application for researchers that allows audio recording, phone call recordings and transcription. Afterwards, the content was edited, complemented with the note-

taking done by the researcher during the interview. This hired transcriber only accessed data content which was not identifiable. Verbatim transcriptions were sent back to the participants to verify accuracy, provide clarifications, and ensure that the transcription captured the spirit of the participant's answers. Even though the practice of sending back the transcribed content to the interviewees may hinder its spontaneous spirit, Mero-Jaffe (2011) assert that this practice created an increased trust between the researcher and the participants. As well, it gave the participant a sense of empowerment, and the opportunity to improve the limitations of natural language by adding meaning or correcting mistakes. In the following table, a correspondence between research questions, interview questions and the literature review was drafted.

Table 5

Correspondence of Research Questions, Interview Questions and Literature.

Research Questions	Interview Questions	Literature reference
Overarching question: How do secondary school leaders describe their perceptions of the best leadership practices to develop Dual Language Immersion programs in Southern California?	1. Could you describe the main responsibilities of your DLI school leader position? 2. As a secondary DLI school leader, how do you develop and sustain the program?	Bass & Avolio, (1997) Marzano et al., (2005) Leithwood & Jantzi, (2006) Howard et. al (2007)
a. What leadership practices, if any, do school leaders in secondary DLI programs believe helped promote equity in their DLI programs?	3. In developing the school vision, what specific leadership practices would you consider most effective to promote equity in secondary DLI programs? 4. As a school leader, how do you promote equity among students, teachers and families? 5. In your daily actions, in what ways do you promote equity by creating structures that foster participation in school decisions? 6. Which specific leadership practices do you consider most effective in secondary DLI programs in developing a shared vision?	Leithwood & Jantzi, (2006) Bearse & De Jong, (2008) Myers, (2009) Scanlan & Palmer, (2009) Gándara (2010) Genesee & Fortune (2014) Valdez et al.,(2016) Roueche, et al.,(2014) Lindholm-Leary (2005) Marzano et al., (2005)

(continued)

Research Questions	Interview Questions	Literature reference
b. What leadership practices, if any, do school leaders in secondary DLI programs believe helped enhance high quality instructional practice in their DLI program?	<p>7. As a leader, in what ways have you held high performance expectations? If so, how would this practice/s enhance instruction in secondary DLI programs?</p> <p>8. What leadership practices have you implemented to provide intellectual stimulation for secondary DLI teachers? How did that affect instructional practices?</p> <p>9. In striving to create a collaborative school culture, can you describe what leadership actions do you perform to enhance instructional practices in DLI programs?</p>	<p>Montecel & Danini (2002)</p> <p>Lambert (2003)</p> <p>Lindholm-Leary (2005)</p> <p>Marzano et al., (2005)</p> <p>Leithwood & Jantzi, (2006)</p> <p>Chrispeels et al., 2008)</p> <p>Bearse & De Jong, (2008)</p> <p>Bolman & Deal, (2010)</p> <p>Fullan & Quinn, (2015)</p> <p>Rocque et al.,(2016)</p>
c. What leadership practices, if any, do school leaders in secondary DLI programs believe helped improve coherence in their DLI program?	<p>10. As a school leader, what specific goals and priorities have you put in place to improve coherence in secondary DLI programs?</p> <p>11. What have been your experiences with regard to modelling desirable professional practices and values? Did that improve coherence into the program?</p> <p>12. Could you share your experience on how to create community relationships to increase coherence in DLI programs?</p> <p>13. Finally, from a leader perspective, what are the most important aspects of secondary DLI programs?</p>	<p>Cotton, (2003)</p> <p>Marzano et al., (2005)</p> <p>Leithwood & Jantzi, (2006)</p> <p>Howard et al., (2007)</p> <p>Petersen, (2012)</p> <p>De Jong (2016)</p>

Data Collection Procedures

The data was collected cross-sectionally through an elicitation technique, delivering semi-structured interviews to key informants: namely secondary school leaders in Dual Language Immersion programs. The interviews consisted of thirteen open-ended questions in addition to three demographic questions (see Appendix C).

Data collection occurred through face-to-face interviews, since they provide several advantages, including the opportunity for clarification and extended responses (Bernard et al., 2016). Whenever a person-to-person encounter was not possible, a phone conference was established to conduct the interview. The same protocol used in the face to face interview was

used, included the permission to audio record the interview with the software application mentioned above, (rev.com) NoNotes or an Iphone recorder. The recordings were edited to strip the files from any personal identification. The targeted DLI school leaders' population was drawn from public schools in Southern California. The researcher obtained a written approval from the institutions and districts by sending a letter and research proposal (Appendix A) to the institution's designated officials. Prior to the commencement of data collection for this study, the researcher obtained approval from the Pepperdine University's Institutional Review Board (IRB, 2018). Also, as stated before, the researcher secured a written approval from the institutions and districts by sending a letter and research proposal (Appendix A) to the institution's designated officials.

The interviews were administered between January 2018 and April 2018. As for the specific DLI sites selected, the peak moments to make the calls or send the emails was the period of time right after the schools' Winter and Spring break in schools, providing enough time to complete the interview and ensuring fresh and rested approach to the interview topic. In case of non-response, a second round of recruitment requests was made both by email and phone to the selected individuals. As a follow up, the final findings were sent to every participant if they agree via the informed consent. All data collected by email was stripped of identification. The Internet Protocol (IP) address was also removed, as well as any email address or other identifiers (names, positions, contacts, etc.) gathered during the electronic transmission.

Data Management

The following actions have been taken as preventive measures to ensure privacy for participants, as well as to secure and data content. All interview participants were provided with an informed consent, informing them of the risks and benefits of participation in a safe way. In

addition, pseudonyms in a form of a number/alias were assigned to all participants following the order of occurrence of their interviews. A master matrix of real names and data was kept separated from the data analysis to protect participants in the researcher's computer protected by a password. The raw data was transferred to a file for the HYPERresearch and interrater analysis, and only accessed in full by the researcher. As stated before, all audio-recordings or written data collected were stored under one single computer with a password assigned. Only the researcher had access to the data, and all data collected was securely stored for three years after the dissertation defense, and destroyed afterwards.

Data Analysis

For the analysis of phenomenological data, this study implemented the modified Van Kaam method of analysis, as described by Moustakas (1994). The Van Kaam method of data analysis involves seven steps (See Appendix F), that basically identifies and clusters themes from the participant's responses in a process that validates the invariant constituents, create a description of each participant's experience and finally creates a composite structural description that describes the group lived experiences as a whole. This particular method was preferred over another method also described by Moustakas, the Stevick-Colaizzi-Keen method. Even though in both phenomenological methods the participants become co-researchers, in the latter, the researcher should comply with the participants' criteria, which was not the case.

As well, additional analytic techniques were used to achieve a comprehensive understanding of the study's purpose. A constant comparison data analysis method is best suited to isolate and define themes (Bernard et al., 2016), since it forces the researcher to think about each developed theme in a constant manner, and allowing the researcher to add new themes if necessary. During the analysis of textual data from the interviews, a directed approach for

content analysis was used. All audio records were sent unidentified to an external trusted transcribing service, the software application *rev.com*. The transcribing service was instructed to maintain confidentiality. Time was provided for the researchers to review and edit the accuracy of the transcription, HyperTRANSCRIBE software was used to edit the transcriptions. To ensure reliable counts and accurate theme coding, the code book and the code definitions was delivered to two DLI experts. These experts in secondary school DLI programs acted as a peer reviewer to ensure the validity of themes and the coding process. The first expert was a scholar in the field of bilingual education, the second was a practitioner and researcher in the field. They both have more than 30 years of combined experience in the field of bilingual education and dual immersion. This interrater process ensured the validity of the data analysis based on trustworthiness, authenticity and credibility (Bernard et al., 2016).

A priori themes deducted from literature were used in this research, all stated in the next paragraph. This helped to organize the gathered data produced from interviewing key informants. Recording and transcribing open-ended questions from the secondary DLI school leaders has produced textual transcriptions, with verbatim text, rich narratives, and brief descriptions. Thus, applying a metacoding technique was the better suited action to process the data. This technique analyzes and connects previously deduced themes, allowing leeway for new themes to appear (Bernard et al., 2016). If there was a new theme that appeared in at least two interviews, it was added to the main list of a priori themes. For a new theme to be significant and included as a new theme, it had to be mentioned at least by two participants a couple of times. The HyperRESEARCH software was utilized to analyze the coded data.

In order to analyze the qualitative data collected, since the themes are deducted from previous theories and data, content analysis may be the best option. Using a constant comparison method, as defined before, to code the data, the study did:

1. Investigate on the overarching research question about leadership practices in secondary DLI programs, based on themes deduced from the previous literature review.
2. Select at least six secondary DLI school leaders' interview transcriptions.
3. Use the following a priori themes and subthemes to metacode the textual data:

A. Leadership best practices in secondary DLI:

A1. Equity.

A2. Instructional Practices.

A3. Coherence.

B. Transformational Leadership:

B1. Setting Directions

1.a. building school vision

1.b. developing specific goals and priorities

1.c. holding high performance expectations

B2. Developing People

2.d. providing intellectual stimulation

2.e. offering individualized support

2.f. modelling desirable professional practices and values

B3. Redesigning the Organization

- 3.g. developing a collaborative school culture
 - 3.h. creating structures to foster participation in school decisions
 - 3.i. creating productive community relationships.
4. Pretest the themes on two of the selected texts with a non-participant.
 5. Check the validity of the codes with a second coder.
 6. Apply the codes and themes to future interviews.
 7. Create a case-by-variable matrix from the codes.
 8. Analyze the matrix to extract information on my research.

Trustworthiness, Transferability and Authenticity of Data.

Since phenomenological studies have “strong philosophical underpinnings and typically involves conducting interviews” (Creswell, 2014, p. 76), the need to secure the trustworthiness of this study and its instruments emerged. A number of measures have been taken to preserve its transferability, authenticity, replicability and neutrality of the data collected (Lincoln, Lynham, & Guba, 2011; Creswell, 2014). First, ensuring a sample size and selection criteria that ensures the quality of the phenomenological phenomenon elicitation. Second, the instrument has been tested in one SDLI expert prior to its initial delivery. After testing the interview questions, one question was erased and other three others reformulated to improve clarity and consistency in the process of eliciting data from the participants. Finally, the authenticity of the content and codes was reviewed by two external experts as interraters in bilingual education to ensure the transferability of findings to similar contexts. One expert was a scholar and former practitioner, and the second was a researcher and practitioner with more than 30 years of experience combined in language programs, and more than ten years in dual immersion programs.

Positionality

The concept positionality explains the position adopted by the researcher in relation to a specific research task, from the individual's worldview approach (Savin-Baden, & Major, 2013). The researcher's positionality is strongly influenced by his educational background and work experience. Being raised in a language immersion program in Spain as an at-risk student, and working as a teacher in Dual Immersion programs in Spain and the United States for several years, has shaped his beliefs that this type of instruction provides quality instruction and benefits for all students. His educational background started in Spain, where he received a B.A. in Teaching. Then, he completed a M.A. in History, a M.A. in Psychology and Pedagogy, and finished all the coursework toward a doctorate in Educational Psychology. His teaching philosophy always focused on equitable instructional practices for all students as well as on the linguistic and sociocultural factors enhancing academic achievement, learning engagement, and overall educational improvement. Being himself a multilingual and multicultural individual, he is a firm believer in multilingualism and its benefits, and he strives to transfer this belief to my instructional practices as a bicultural and biliterate individual who is devoted to conferring this legacy to students. Furthermore, he has combined his work as a school teacher with a part time job as instructor for undergraduate, graduate, and professional development courses. Teaching courses on technological competence, online collaborative group work, communication, and educational technology enhanced his leadership skills, as well as his interest in education, which in turn has developed research abilities in different areas such as career counseling, educational technology, and Dual Language immersion instruction.

However, as a researcher, one must limit personal biases by designing valid and reliable methods to collect and analyze meaningful data. The identification and bracketing of the

researcher biases would increase the reliability of the study, as well as the use of a second rater. According to Bernard et al., (2016, p. 296), there are six steps in phenomenological studies: (a) identifying the phenomenon wanted to be understood; (b) Identifying the researchers own biases and bracketing them; (c) collecting data from experienced individuals on the phenomenon object of the study by asking the questions; (d) after bracketing, identify the essentials of the phenomenon; (e) displaying these essentials with exemplary quotes from the narrative collected; and (f) repeating the last two steps until saturation is achieved. The thick and rich descriptions provided by experts through interviews filtered by a well-experienced multilingual educator may provide insightful additions to the literature on best leadership practices in secondary DLI programs.

Summary

Chapter Three unfolded the rationale behind the selection of a phenomenological approach to inquiry on best leadership practices for secondary DLI programs in Southern California. The population sample, data collection, and analytic techniques and instrumentation have been summarized as well as human interaction procedures and researcher positionality.

Chapter 4: Results and Findings

Introduction

In this chapter, the findings of this phenomenological study are unveiled after re-stating the study's purpose, the research questions, and the study design. This presentation of the results on secondary Dual Language Immersion (SDLI) leadership practices commences with the description of the population demographics, continues with a review of the findings by research question, and finishes with a summary.

Re-statement of the Purpose

The purpose of this phenomenological research study was to explore the perceptions of secondary Dual Language Immersion school leaders on best practices to develop a shared vision through the promotion of equity, the enhancement of quality instruction, and the improvement of coherence in Southern California.

Re-statement of Research Questions

How do secondary school leaders describe their perceptions of the best leadership practices to develop Dual Language Immersion programs in Southern California?

1. What leadership practices, if any, do school leaders in secondary DLI programs believe helped promote equity in their DLI programs?
2. What leadership practices, if any, do school leaders in secondary DLI programs believe helped enhance quality instructional practices in their DLI program?
3. What leadership practices, if any, do school leaders in secondary DLI programs believe helped improve coherence in their DLI program?

Study Design

This qualitative non-experimental study implemented a phenomenological methodology approach to explore how secondary leaders perceive Dual Language Immersion best practices regarding equity, instructional practices, and coherence through a transformational leadership lens. A qualitative phenomenological design allowed the researcher to accurately capture the participants' personal experiences through comprehensive self-reported descriptions. A non-probabilistic purposive expert sampling was used, which allowed the researcher to draw very specific expert data from a total of nine secondary DLI school leaders.

A maximum of two leaders per site and three per district was established. The featured secondary DLI programs were distributed across four public school districts, and spanned six different school sites in three Southern California counties (see Table 6). The rate of response was slightly over 60%; eight public districts were contacted, five answered, four districts were selected with a total of six secondary sites.

The districts' average for the secondary program's length was slightly over eleven years, the dominant DLI typology was 90:10, and the target language overwhelmingly Spanish. Combining all grades enrolled, the DLI programs served over a thousand students, implementing mostly the modality strand within the school site.

Table 6.

Featured secondary DLI programs.

District Alias	Program length	Typology	Target Language/s	Approximate enrollment*	Modality	Participants	School sites
Spring District	7 years	90:10	German, Spanish	170	Strand Strand	1	Middle
Winter District	19 years	90:10	Spanish	360	Strand Strand	3	Middle High
Summer District	8 years	50:50	Spanish	290	Whole	2	Middle
Autumn District	11 years	90:10	Spanish	185	Strand Strand	3	Middle High

Note: * Combining all grades at the site levels.

The researcher conducted all nine semi-structured face-to-face interviews, formulating open-ended questions to elicit participants' in-depth knowledge based on their experiences as secondary DLI leaders. The duration of the interviews ranged from twenty-six minutes to one hour and ten minutes. The interview questions were divided in two groups: three questions for demographics and ten questions intentionally designed to examine perceptions on leadership practices in DLI programs. To preserve trustworthiness as detailed in Chapter 3, which also ensures of the study's credibility, transferability, consistency, and neutrality (Lincoln & Guba, 1986), the interview questions were previously piloted with an external expert in DLI programs to avoid/diminish possible biases and ambiguities in the content or phraseology.

Data Analysis.

The modified Van Kaam approach, adapted by Moustakas (1994), was used for the analysis of phenomenological data (see appendix F). Implementing the modified Van Kaam method for the data analysis to all interview transcriptions, coded using a constant comparative

method, allowed the researcher to proceed to list relevant experiences. Afterwards, the researcher eliminated any abstract, repeated or vague information. The coding process initiated with a priori themes (see Chapter 3), and using the metacoding technique that allowed the researcher to add new codes if needed. A total of thirty-six codes arose. Once the coding process was finished, the codebook definitions were supervised by two inter-rater experts, to after proceeding with a second coding and a peer review, validating the coding process of the gathered data. Analyzing the verbatim text recorded granted the identification and validation of all invariant constituents, allowed the researcher to create a synthesized structural description of each participant's experience. All codes were related to the three best practices or sub-variables (equity, coherence, and instructional practices), clustered subsequently in five major secondary DLI leadership roles or themes.

Population demographic information

To ensure the representativeness and inclusion criteria for the population sample, three demographic questions were asked as an interview opening to elicit of the Secondary DLI leaders' information on experience, position, gender, ethnic group, and educational level. The answers provided are summarized as follows in Table 7.

Table 7.

Participant demographic profile.

<i>Pseudonym¹</i>	<i>Secondary DLI Experience</i>	<i>Secondary DLI Leader Position²</i>	<i>Site</i>	<i>Gender</i>	<i>Ethnic group</i>	<i>Educational Level</i>
Ms. Germinal	7 years	Principal	Middle School	Female	White	Doctorate
Ms. Nivôse	21 years	Program director	District Offices	Female	White	Masters

(continued)

<i>Pseudonym¹</i>	<i>Secondary DLI Experience</i>	<i>Secondary DLI Leader Position²</i>	<i>Site</i>	<i>Gender</i>	<i>Ethnic group</i>	<i>Educational Level</i>
Mr. Pluviôse	8 years	Principal	Middle School	Male	White	Masters
Mr. Ventôse	11 years	Principal	High School	Male	White	Doctorate
Mr. Messidor	20 years	Department Head	Middle School	Male	Hispanic	Masters
Mr. Thermidor	3 years	Principal	Middle School	Male	Hispanic	Masters
Mr. Vendémiaire	5 years	Principal	High School	Male	African American	Doctorate
Ms. Brumaire	7 years	Principal	Middle School	Female	White	Masters
Mr. Frimaire	5 years	Assistant Principal	High School	Male	White	Doctorate

Note¹: All names have been fictionalized to preserve privacy.

Note²: Leadership position experience used for this study.

The average experience of this group was slightly below ten years, with three leaders exhibiting five or less years of experience in secondary DLI program. In spite of this aspect, all participants reported other educational leadership experience outside the program. With regard to their position profile, the study selected a group nine leaders with two or more years of secondary DLI experience in the last five years. The study sample consisted of one program director, six principals, one assistant principal, and one department head. The participants served as DLI leaders in four middle schools, two high schools, and one of them at a district level. When it comes to gender, 33% were identified as female, and the rest as male. Ethnically, the leaders identified themselves mostly as White (67%) and Hispanic (22%), and one African-American. Finally, they self-reported the following educational levels: 55% Master's Degree and 45% Doctoral Degree.

Finally, Table 8 depicts the inclusion criteria for all schools according to length, equity and efficiency indicators.

Table 8.

District Inclusion Criteria Overview.

District Alias	Type of school	Program's length	Equity indicators ¹	Efficiency indicators ²					
				Spring 2017 ELP	Spring 2017 Math	Spring 2017 ELA	Fall 2017 ELP	Fall 2017 Math	Fall 2017 ELA
Spring District	Middle School	At least 5 years	More than 33% of SES or more than 20% ELL	Yellow	Yellow	Yellow	Orange	Yellow	Yellow
Winter District	Middle School	19 years	50% SES 27% ELL	Yellow	Green	Green	Blue	Yellow	Orange
	High School ³	17 years	33% SES 11% ELL	Green	Green	Blue	Green	Yellow	Blue
Summer District	Middle School	8 years	59% SES 5% ELL	4	4	4	4	Blue	Green
Autumn District	Middle School	11 years	45% SES 8% ELL	Green	Green	Yellow	Blue	Blue	Green
	High School ³	8 years	42% SES 6% ELL	Green	Yellow	Blue	Green	Green	Blue

Note. Source from California Dashboard (CDE, 2018f) by the California Department of Education (2018f).

Retrieved from <https://www.caschooldashboard.org>. Copyright by CDE (2018). Reprinted with permission.

Note¹: Equity report. Schools participating in the study. Average Spring & Fall 2017.

Note²: Status & Change report. Schools participating in the study. Average for reports Spring & Fall 2017. For color/level meaning, see Table 4.

Note³: Math and ELA are not measured by California Dashboard in high school. Substitute indicators are Suspension and Graduation Rate.

Note⁴: Not reported by California Dashboard in that report.

Review of Research Questions and Findings

The findings of this phenomenological study were obtained by eliciting participants' thick and rich descriptions (Given, 2008) of their expert experience leading secondary DLI programs. Previous multiple readings of the interview transcriptions allowed this researcher to become familiar with the topic and to sense general trends. Pre-established a priori codes and a subsequent open coding provided the researcher with the flexibility and thoroughness to identify a wide array of leadership practices to be analyzed. The revision of the codebook and its definitions by two experts ensured relevance and avoided the overlapping of codes. The data identified initially 44 codes, that were defined in a codebook sent to two external experts as interraters, as detailed in Chapter 3. The experts reviewed all codes, its definitions to make their final recommendations, in a process that lead to recoding, reducing and eliminating repeated or vague information, creating a textural description of the invariant constituents. After this process, the final tally was reduced to 36 codes regarding the main variable of leadership practices, and its three identified sub-variables. Then, the codes were clustered into five leadership roles or themes (detailed in Chapter 5), gathered from the participants' responses to create a composite structural description of the phenomenon that portrayed the group experiences as a whole. The sub-variables, code descriptions and distribution, are defined in the Codebook (see Appendix H).

In the next pages, a detailed depiction of the three sub-variables and the related codes that emerged from the research questions will be found. More detailed explanations are provided for more frequent codes. In addition, an introduction to each sub-variable and a reference to their transversality will help introduce this section.

Transversality of DLI Best Practices

The definition of the three sub-variables found in this study were determined by their transversality across the DLI best practices. The concept of transversality applied to leadership practices is explained as the quality of being intrinsically intertwined, where any action as leader affects other leadership practices in a systemic dynamic. It is not coincidental that a transformational leader is determined by the concept of transversality. Many of the 36 codes emerged that define DLI best practices could be applied from the lens of one or more sub-variables. Some codes may even be interpreted within the realms of each of the three sub-variables: equity, instructional practices, and coherence. Additionally, there is a selected group of eight codes (see Table 12) that appeared in all nine interviews at least once, making them traverse DLI leaders' perceptions consistently and repeatedly, since almost all of these magnificent eight are located among the top ten most frequent. The eight codes are the following: *Equitable Curriculum and Instruction*, *Linguistic Equity*, *High Expectations*, *Collaboration*, *Program Commitment and Promotion*, *Goals and Priorities*, *Modelling*, and *School Program Vision*. Furthermore, code *Specificities and Challenges* traversed DLI school leaders interests, appearing in eight interviews. Again, this code could be interpreted through the lens of any of the three main sub-variables as well. Furthermore, the DLI challenges and specificities occur transversally all across secondary DLI programs. In the following pages, the main three sub-variables on DLI best practices are explained in detail with excerpts of the school leaders' perceptions. A selection of codes has been assigned to each of the three main sub-variables, attributing to the strongest relationship or the closest code definition in relation to the main sub-variables.

Equity Best Practices

Freire (2004) cultivated critical pedagogy as the absolute path to reach equity and social justice. A transformational leader must start always with equity. This first sub-variable applies to eleven codes found in the secondary DLI school leaders' interviews. These codes revolved around equity best practices, which are at the core of DLI programs' foundations. However, concerns about equity in secondary DLI programs are abundant in the literature (De Jong & Howard, 2009; Fernández, 2016; Scanlan & Palmer, 2009). Every DLI program at a secondary level must preserve what were the original intentions of these type of programs: to maintain equity for all students, teachers, and parents while balancing the instructional offers. These actions must be performed in a context where multiple aspects may affect the final outcomes of these emergent bilinguals, using second language instruction as the instrument to level the achievement gap. Table 9 describes the alignment between research questions and codes emerged.

Table 9

Correspondence of Interview Questions and codes emerged: Equity Best Practices.

Equity Best Practices	Interview Questions	Codes Emerged
What leadership practices, if any, do school leaders in secondary DLI programs believe helped promote equity in their DLI programs?	1. Could you describe the main responsibilities of your DLI school leader position? 2. As a secondary DLI school leader, how do you develop and sustain the program? 3. In developing the school vision, what specific leadership practices would you consider most effective to promote equity in secondary DLI programs? 4. As a school leader, how do you promote equity among students, teachers, and families? 5. In your daily actions, in what ways do you promote equity by creating structures that foster participation in school decisions? 6. Which specific leadership practices do you consider most effective in secondary DLI programs in developing a shared vision?	Communication (CO) Cultural Unifier (CU) Diversity (DI) Equitable C&I (ECI) Linguistic Equity (LE) Moral Leadership (ML) Parent Involvement-Commitment (PIC) Socioeconomics (SO) Structuring Participation (SP) Appreciation & Encouraging AP) School Program Vision (SPV)

The code frequency for this sub-variable according to software HyperResearch (see Table 9) is depicted in figure 5.1.

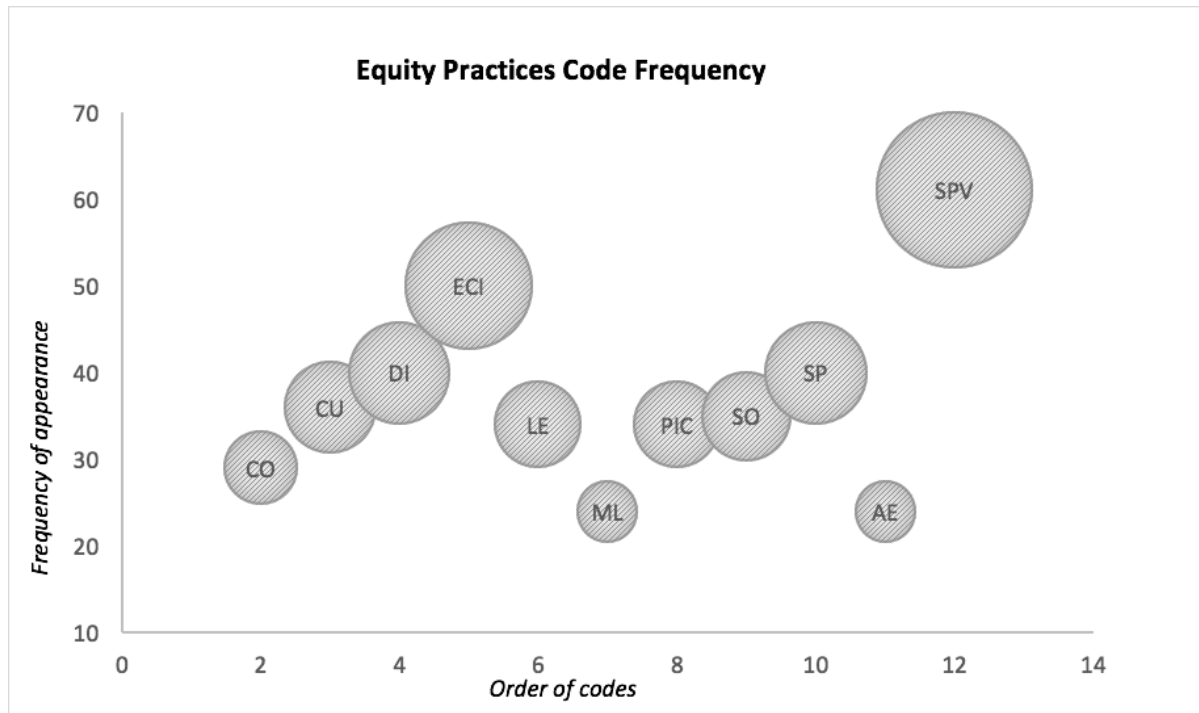


Figure 5.1. Equity practices code frequency bubble chart.

In the following pages, a description of each code regarding transformational leadership practices for Dual Language Immersion secondary leaders has been performed.

Communication. One of the most common leadership skills, mentioned by many authors as essential for educational leaders (Cotton, 2003; Marzano et al., 2005; Rocque et al., 2016), here is referred to as the key to the immersion program unity and equity. Coincidentally, languages are the most fundamental tool in communication (Koenig, 2017). Accordingly, languages have a prominent position to favor equity and inclusion in multicultural societies. In investigating dual language programs, it is no coincidence that this leadership practice appeared early in each interview, both as a necessary and a challenging practice. Communication unfolds

as the key from the beginning to the end of every process, going from top to bottom and vice versa. When applied well, it increases clarity, transparency, involvement, and commitment. As

Ms. Nivôse neatly stated:

And I think, the secret is “communication, communication, communication.” It's very important to get everyone involved. Your principals, your board members, your superintendent, your assistant superintendent. It really is important to have really good communication with everyone involved from the very top all the way down to your parents, your support staff, and the more you communicate the more you bring them in.

It seems clear that communication helps in building the organizational culture, and it goes beyond solely providing information. Secondary DLI leaders want to ensure that this information is adequately processed by staff, students, and parents. Throughout communication, secondary DLI leaders support and answer the needs of teachers, staff and students, as well as parents. As Mr. Thermidor explained, a leader must constantly remind everyone of the program's mission:

So you communicate again, what is our mission every day. When you talk to parents, when you talk to teachers, are we still on target? Are kids still practicing the language? If you're a teacher, what are the activities in your classroom? What are your lessons? Are they all aligned to developing the language? That's our task (as leaders). For parents, are they onboard with the activities we do, extracurricular things? At home, do they help their kid in any way?

Ms. Nivôse remarked that communication with teachers should help to integrate the dual immersion programs within the larger institution, following equity measures to ensure everyone is getting the best opportunities. She explained it this way, regarding instructional strategies:

For you as a leader to communicate with the staff and especially the teachers involved in the dual-language... And again, sometimes, and as a leader, saying this is what we're going to do, and how we're going to implement, and we're now going to work on. I don't know, choose specific strategies that might be used school-wide regardless if you're in the door or not. And I think that's where it's important, within that leadership, that you're not distinguishing saying “for the Dual we're going to implement this but for the regulars we are not”. On the contrary, saying everyone is implementing this, and these are best practices for students to learn.

This leadership practice becomes a little bit different in secondary DLI programs when communicating with families, as Mr. Pluviôse shared:

It's usually the communication piece that I find has to be a little different, and sometimes a little more. I will send out a lot more information to the immersion parents that the other parents don't get.

Plus, school leaders utilize communication to decipher the complexities of dual immersion at secondary levels, making them more comprehensible for dual immersion families, as Ms. Germinal shared:

And you're continually working with the parents, helping them understand the program.

Mr. Ventôse echoed this idea, stressing the importance of communication with parents:

I think communicating with the parents, transparency, I think is very, very, very important with specifically this group of parents.

Ms. Brumaire also agreed on reaching out to parents as one of the most important activities within the communication leadership practice:

That's where a lot of our communication, our outreach, and engaging those parents from the very beginning in the process and the program.

All in all, the leadership practice of communication becomes one of the building bricks for constructing a shared vision of secondary dual immersion programs.

Cultural unifier. This code is strongly linked to the previous one, communication. It encompasses leadership actions to keep a coherent, inclusive, and welcoming environment from an equity perspective. Secondary DLI leaders not only communicate at higher rates to support dual immersion families, teachers, and students, but they also often embrace the responsibility of integrating the programs within the larger institution from the cultural perspective. On the one hand, there is the school culture at large. On the other hand, there is the immersion program

idiosyncrasy that creates its own culture. Merging cultures involves each culture giving feedback, especially at the beginning. Ms. Germinal shared her point of view about this topic:

And oftentimes when you have new programs, you might be wanting to start some new initiatives, and so basically my role as a dual leader is to support the teachers and support the site as a whole to help that integration of dual students within the larger school culture.

DLI programs have been known by vindicating language and culture in academic contexts, diminishing the cultural gap that exists between languages of instruction (Bearse & De Jong, 2008). Seemingly, a language cannot be learned in isolation, without the cultural context. Validating minority cultures improves social justice as well as creates more culturally responsive individuals. Language learning helps in building one's self-perception. Palmer (2007) warned in his study of a dual immersion program as a strand, that the language majority could negatively affect the language minority (García & Lin, 2017b) identity if not treated with equity. Dual immersion students espouse a more balanced approach to their identity, with greater sensitivity to social aspects. Mr. Vendémiaire describes this peculiar mindset of DLI students, regarding their identity as a group:

I think our students have really grown an identity. And I think that is one of the things that we have grown. And that identity is becoming very strong as far as their place in the greater school culture. And so I think there is more of a collective culture with that group, because social justice has been kind of part of the vision and the variable. I think you see that manifest with the student behavior. I think that it's important. We've got a group that's got kind of an activist mindset. They're active and passionate, and we like it.

Secondary DLI leaders act as cultural unifiers, ensuring that students capitalize on the benefits of language instruction through a cultural approach to equity, while also building a more balanced personal identity.

Diversity. Ethnic, linguistic, and socioeconomic aspects shape the student profile in American schools, and even more in secondary dual language immersion programs due to their comprehensive enrollment policy. This policy creates the academic path based on a language approach, producing more diversity in upper levels in terms of academic and language skills. A wider array of diversity in upper levels is both a challenge and an opportunity for intervention with regard to the diverse population within the program. It also has implications in scheduling and student placement in the long term. Mr. Ventôse stated the principle of equity in differentiating for DLI students, while bearing with the teacher, to maintain the program's academic integrity:

Specifically, with regard to immersion, sometimes our teachers feel like they are compromising the integrity of their academic program when they differentiate or give less work for a kid who can't handle the load. That's differentiation. That's what we do in general, because we want kids to get to the finish line. It's not a matter of relegating students to rank.

As mentioned in the preceding code, DLI students build up a personal profile that heightens awareness of diversity (Scanlan & Palmer, 2009). DLI leaders promote this awareness with activities that lead toward an increased level of equity on their campuses. Mr. Vendémiaire explained this activity that tied into the dual immersion vision perfectly:

I think we have a unity forum where we are taking all of our dual immersion students, and taking them through activities that promote awareness. Promote unity. Promote equity. Promote social awareness. Social awareness specifically has kind of been a part of our dual immersion vision. I think that ties in well with equity.

School leaders orient their efforts to compensate for possible unbalances in the students' profile. From valedictorian candidates to struggling students, an equitable DLI program at the secondary level must provide a path for every student. As cited per Mr. Vendémiaire:

You have students that are on that honors track, and you have students that struggle. And with that wide range of student ability, we want to provide as many avenues as possible.

Another practice congruent with diversity is to ensure that DLI groups are balanced regarding gender, literacy skills, academic performance, etc. As explained by Mr. Messidor:

We look at gender, we look at what school they came from, we look at what language group they're from, we look at their literacy abilities. And when we have all that data per se we mix all of our students so that we have equal groups in every class.

Equitable curriculum and instruction. Regarding DLI programs, it all started with equity. To be more precise, it started with promoting academic equity (Genesee & Lindholm-Leary, 2007). As explained in the past code, this process requires special attention to at-risk groups and minorities, as well as a consideration of socioeconomics when designing curricular interventions for all students, whether they are advanced or struggling. Another aspect to consider is equity among school sites when there are different schools implementing the same program in one district. As you can see, this first code deals equally with coherence and instructional practices. As Ms. Germinal explained:

The equity issue, how do you promote equity among students, teachers, and families? That's really looking at the programs overall and saying, okay, so we have this dual immersion program, and our district is allotting two periods for that, and how do we ensure, again, that the students are getting an equitable program. You want to ensure that the programs are equitable amongst the schools, but also that they're getting high quality instruction within the school as well.

However, most often than not, DLI programs are a strand within the school. Thus, this process may be concentrated in just some sections within the school site, spanning only one or two periods a day, since at the secondary level, the hours of instruction in the target language are fewer than in Elementary programs. Consequently, secondary DLI leaders need to ensure equitable C&I for all students in this environment. De Jong and Bearse (2012) related to the difficulties in finding adequate materials beyond the official curriculum, specifically in

secondary levels of bilingual programs. This fact may limit the choices teachers and students may have. As Mr. Vendémiaire shared:

We talk about equity. When you have programs that are smaller programs. A comprehensive high school has a lot of offerings for students, but when you have like a dual immersion program, is a small sect of that larger group, it can often limit the choices those kids have. Well, that's not equitable because if you were not in a dual immersion program, you would have lots more options (language materials, courses offered).

DLI leaders may also experience issues maintaining equity among teachers, since it requires DLI teachers to make more effort with generally less resources, an aspect duly acknowledged by Mr. Vendémiaire:

Yeah. Equity amongst teachers is problematic. I think because (that's) what we're talking about. I think that there's a lot of work involved in dual immersion, being a dual immersion teacher.

The issue of equitable instruction does not affect only small DLI programs. Here it is another very interesting aspect for larger DLI schools, when trying to maintain equity among class group distribution within the school, as noted by Mr. Messidor:

And when we have all that data per se, we mix all of our students so that we have equal groups in every class, so that we don't end up with one class with all of your high achievers who are world class and then all the others in the other. Or where you have all your English learners in one class and all your fluent speakers in another class.

Linguistic equity. The language component in a DLI program is of paramount importance. English has become the universal lingua franca (House, 2003), and it is the dominant language of instruction (De Jong & Bearse, 2012). Yet, we have mentioned the triple segregation that many Latino students suffer because of race, income, and language (Gándara, 2010). One way to mitigate this is ensuring that the access to curriculum and the instruction is equitable for all students, and another are the efforts to counterbalance the huge influence English language has over the target languages. This code extends beyond the linguistic aspects,

stepping into the realm of language prestige, language use, cultural identity (Solsona-Puig, Capdevila-Gutiérrez & Rodríguez-Valls, 2018), power expressions, minorities, and cultures. DLI students at the secondary level become more aware of how languages interact with these topics.

On language equity, Mr. Messidor said:

What I think that we encounter in secondary is that the (DLI) students themselves become very aware of the power of language, and we begin to try to basically fight the idea of language use. It's a matter that you can't even try to make it equal, Spanish to English. It's almost like you have to make Spanish more so, just to try to equate it because outside of school they're inundated with the English side of it. So it's trying to find a way to really get them to see the value of language, how it connects to their culture, how it connects them to other cultures, how it really opens up their world view and really trying to raise the status of the language. I think that's one of the big things when you try to create equity is you have to try to create that equity in the status of the language itself.

Linguistic equity transcends the classroom and reaches the family sphere. Some DLI school leaders mentioned that they provide translation devices in meetings when there are speakers of other languages, mostly Spanish. Also, linguistic equity is not only based on the language used, but also on the channel through which the educators communicate with the families. As Mr. Thermidor explained:

They (teachers) promote that equity among parents. So if a teacher is just gonna respond to a parent in English when obviously they only speak Spanish, they're shutting them down. If you only communicate to a parent through email, and the parent is not used to email, then you're like, "Well, why don't they respond? They're not interested in the kids." No, that's not the vehicle they communicate with. Call them. Give them a call. Everybody has a phone. Give them a call and speak to them in Spanish.

DLI leaders agreed that linguistic equity in DLI programs is far more complicated to keep in secondary levels. Not only is English the dominant language, but the target language is used in academic settings while English becomes the language with which peers socialize. The decrease of target language use in secondary DLI programs was studied by Tarone and Swain (1995). In

addition, implications on language and power are to be considered if the target language is one perceived as socially unacceptable, as Mr. Messidor reported:

In secondary, it's one of those things where the students will use Spanish with their teacher when they're speaking with the teacher, but when they turn away, it's going to English.

Moral leadership. This code registered actions or expressions whenever DLI school leaders erected themselves as guardians of the principles, attending to ethical and philosophical questions that promoted equitable practices within the program. This may entail tiny ongoing modifications, or a pull toward a desired direction in a constant manner. Similarly, secondary DLI school leaders use their vantage as a secondary leader to reflect on the goals and outcomes of the program. Mr. Thermidor provided powerful self-reflection about his moral leadership:

It's just saying we need to revisit that and make sure that the feeder schools, starting in Kindergarten, are getting kids that are that typical inner city ELL child that would really benefit from this program... There's a difference between a program that's an enrichment program and one that seeks to be an intervention program for kids. I think kids in the inner city would benefit greatly from this program. It's an intervention for them to not be at risk. Some of the kids that we presently have, I think they would do fine no matter what, so they see this as more of an enrichment program. And, again, not a bad thing. They're good kids and they deserve a really good education, but I'm just saying if we're true to the original ... from what I understand was the original mandate, I think we've distanced ourselves from that somewhat, and I think we need to revisit that by going back to those feeder schools and saying, make sure your programs are strong. Make sure you're starting in Kindergarten. Make sure that makes this what it needs to be.

Parent involvement-commitment. Parent involvement have been related to increased student achievement (Wilder, 2014). In preceding codes, DLI school leaders expressed how families are one of the three spheres of influence that ensure school success. There is a dual situation regarding parent involvement in DLI programs. Since this study focused mainly on Spanish Dual Language Immersion programs, Hispanic parents presented historical trends that this type of program has attempted to attenuate. As leaders shared, parent involvement and

commitment becomes another way to improve equity. Mr. Messidor reflected on Hispanic parents' involvement in the program:

Equity. It's a broad swath that you can look at. When we're talking about parents, it's the same thing, trying to create equity for the parents. And again, trying to get them involved because historically, Spanish speaking parents drop their kids off at the door and they trust you as an institution that whatever you say is golden. So, it's a matter of trying to get them involved and see that it's more than just a school. It's part of their community to try to get them involved.

On the other side of the coin, some DLI parents presented a higher rate of involvement than other groups of parents. This divide between the two souls of the parent body may be due to socioeconomic or linguistic reasons. These families that are more vocal and demanding were identified by Valdez, Freire, and Delavan (2016) as mainstream wealthier Anglo families, as shared by Mr. Pluviôse :

Because they're invested more so than other parents.... But these parents are coming in with ideas.

Mr. Frimaire explained how this higher involvement affects the program outcomes. The involvement built up from elementary, and was expressed in secondary levels with increased levels of commitment:

The community here is pretty supportive for the most part anyways, but I think our Dual ... It's just a culture that's built on the parents earlier on. Here in (our area) there are Dual Immersion Facebook pages. For each grade there is district Dual where they talk and it's a parent driven thing. The support is there from the get go. That's why a lot of kids are in Dual Immersion, because their parents are a little more involved early and know about the program, and want to get their kid in there versus the parent who just doesn't know about it.

Socioeconomics. In connection with the past code, where a group of parents fulfill an important role in DLI programs while others struggle to participate fully, this code labeled instances where school leaders referred to socioeconomic reasons that limited equity, answering concerns that the DLI program may promote certain student profiles that could limit the benefits

for Spanish students (Valdés, 1997). There are studies that depict a process of gentrification within DLI (Valdez, Freire, & Delavan, 2016), which infers that DLI programs cater toward wealthier Anglo families, triple privileged by race, wealth, and dominant language (English).

Ms. Nivôse expressed this concern:

I think with regard to equity, to promote that it's not just for the high-end students, it is for all students.

A secondary DLI leader expressed his concerns about a socioeconomic divide that exists among families that may carry over into the classroom. It may also affect many other aspects of the secondary DLI program. In words of Mr. Pluviôse :

Having a community liaison who can speak with them in Spanish and really break down that wall which is, I think, kind of a challenge between the English families and the Spanish families.

In similar terms, he commented on how the teachers are aware of equity issues within the program in the context of socioeconomics, as Mr. Pluviôse detailed:

So, equity is something that I think is inherent to our school. It's something I think all of our staff believes in and buys into. And I think we're always looking to not just be, I think we've gotten away from that, what's equal and the difference between equality and equity. I think our staff knows that.

Structuring participation. In building a shared vision that is equitable and fair, secondary DLI leaders design and implement structures to secure and structure participation from all stakeholders. Mr. Thermidor described how he encourages teacher input and participation:

Making sure we're secure on the vision. What is our vision and mission of our school? One of the things I like to do with our old staff is make sure that they're empowered to voice their opinion on the program. So, we're small enough that we can hear all our voices. Through staff meetings, people can voice their opinion on anything that we're trying to implement that is a school-wide program.

Other secondary leaders echoed his thoughts regarding giving a voice to the teachers, as well as students and families, to get them involved in the decision-making process. In her words, Ms. Germinal shared:

So, for both parents, you have those morning coffees, those evening meetings. You want parents to feel like they're included in the decision making. We started a PTA at my school, again, to help give parents a place to support the school.

Secondary DLI leaders are cognizant of the power of actions, instruments and events to structure participation and how it may affect the shared vision of the program.

Appreciation and encouragement. This code signaled actions performed by DLI leaders that praised and celebrated the achievements of the program and its participants. In spite of the program advantages, and the extra effort required, becoming bilingual in and of itself would not be sufficient reward. DLI school leaders take advantage of every opportunity to encourage its participants and families, appreciating the milestones along the way. In the words of Ms. Brumaire, celebrating a community within the community:

We want to make sure that we offer a community within a community because it is a special program and we celebrate that, and we promote that, and we let everyone know that we value the program. We celebrate the program.

School program vision. The school program vision code ended up being one of the top five more frequent codes. DLI leaders set directions in building the program's vision that is congruent with the school vision. This vision must be shared and crafted as a continued process, focused on constant improvement. Furthermore, this vision cannot exist in isolation in upper echelons of the educational organization. Its fabric extends from top to bottom, consolidating in a developing process that ensures a collegial action toward the shared goals. As Mr. Vendémiaire remarked about this development of a shared vision:

And you have to work with them to develop the vision. Because you can want, have this grand vision. What the leader believes is important, but the teachers are there executing it every day. So, it's just critical for you to spend time, making sure that your dual team is a team, and has a vision together.

School program vision is a truly transversal leadership practice. It applies mainly to promoting equity within the program as part of the grand strategy. Equity becomes the core for other educational actions to become more powerful and to overcome barriers. As Mr.

Vendémiaire stated:

I hate to keep saying vision, but when the team has that shared vision of what is important, and equity is part of that shared vision, then it is not just a single voice promoting that. It becomes more powerful. I think collaboration is a huge part of that. Being critical and working together with people to break down barriers.

As expressed in this last quotation, the key to build synergy around a shared vision lies in collaboration to construct a shared vision. Such an idea was elaborated on further by Mr.

Brumaire:

Collaboration, in my mind, is the key. You want to have all stakeholders involved from teachers to parents to students. And then, of course, the district, as far as the shared vision. Again, we don't want to be a stand-alone program. We want to be part of the entire district program and provide the program with fidelity.

Fidelity to the program tenets is another component of the DLI shared vision. Also, DLI leadership is about bringing together all stakeholders, aligning the DLI program with the district guidelines and the school guidelines to maintain equity and coherence, as referred to by Mr.

Frimaire.

And then, of course, the district, as far as the shared vision. Again, we don't want to be a stand-alone program. We want to be part of the entire district program and provide the program with fidelity.

Building the school program vision that is loyal to the original immersion tenets becomes a secondary DLI leadership practice that is valued and shared by many DLI leaders, such as Mr.

Messidor:

Well we've been consistent and we've been able to look at what we are supposed to be doing as a Dual Language Secondary Program, that we are all being faithful to the program.

A sentiment also echoed by Mr. Brumaire:

I think we, as leaders, have the responsibility of really working together so that, again, it doesn't matter what school you go to in Autumn District, we're providing with fidelity the dual language immersion program and supporting the success of our students.

Instructional best practices

The second sub-variable grouped together eleven codes that related to instructional best practices. The definition of the concept, a wider synonym of *teaching practices*, can be described as the intentional design and guidance of learning activities in formal educational settings. Moreover, the instruction practices are not a compound of separate actions, but unfold as a set complex activities, formed by layers of composite interrelated parts. (Newmann & Wehlage, 1993). Its instructional practices define DLI programs as enrichment programs with high expectations, that become an amalgam of content and language instruction for quality teaching. This sub-variable considers high expectations as the foundation of DLI instructional best practices. This process cannot be done without confronting the systemic resistance to change. In table 10, the correspondence of interview questions and codes is displayed.

Table 10

Correspondence of Interview Questions and codes emerged: Instructional best practices

Instructional Best Practices	Interview Questions	Codes Emerged
What leadership practices, if any, do school leaders in secondary DLI programs believe helped enhance high quality instructional practice in their DLI program?	<p>7. As a leader, in what ways have you held high performance expectations? If so, how would this practice/s enhance instruction in secondary DLI programs?</p> <p>8. What leadership practices have you implemented to provide intellectual stimulation for secondary DLI teachers? How did that affect instructional practices?</p> <p>9. In striving to create a collaborative school culture, can you describe what leadership actions do you perform to enhance instructional practices in DLI programs?</p>	<p>Change Management (CM)</p> <p>High Expectations (HE)</p> <p>Program Success & Student Achievement (PSSA)</p> <p>Scheduling & Time Management (STM)</p> <p>Specificities & Challenges. (SC)</p> <p>Testing-in External Students (TES)</p> <p>Collaboration (CL)</p> <p>Developing Creativity (DC)</p> <p>Developing Knowledge (DK)</p> <p>Teacher as a Leader (TL)</p> <p>Facilitator (FC)</p> <p>Resources (RS)</p> <p>Hiring-Recruitment (HR)</p> <p>Support & Value DLI Teachers (SVDT)</p>

In figure 5.2, the instructional leadership practices code frequency (see Table 12) is shown according to the HyperResearch software:

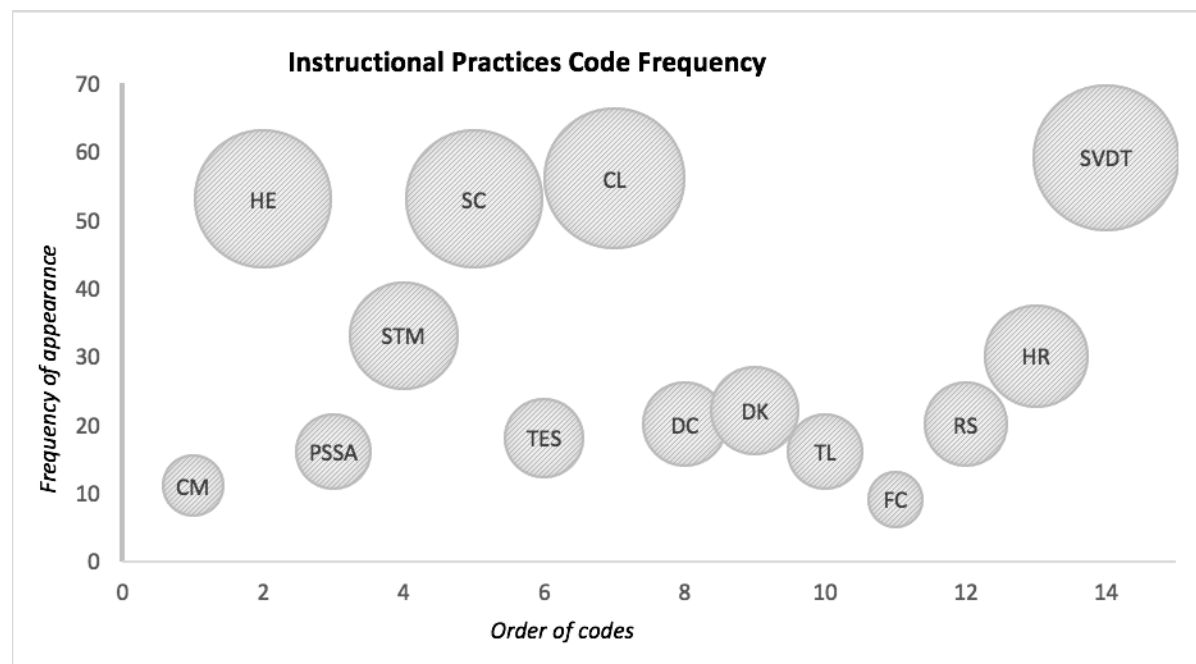


Figure 5.2. Instructional practices code frequency bubble chart.

Change management. In the literature about leadership practices it is commonly found that they are intrinsically linked to managing change (Kotter, 1996; Leithwood et al., 1999). One of the salient characteristics of transformational leadership in education is that leaders develop a more direct approach to the process of change, to build a shared vision. This code labeled practices that DLI leaders demonstrated to manage change, to innovate, to show open attitudes toward different perspectives, or to challenge the status quo in a flexible or creative manner. This philosophy is embodied by Mr. Ventôse :

I firmly believe that if you change that and the environment, it could change the mindset. You change the expectation, you change the outcome.

This idea was reiterated by Mr. Vendémiaire when asked about how to achieve more equitable instructional practices in DLI programs:

I would say the leadership practices. I think that the ability to challenge, challenge the process improves practices.

High expectations. Although the original Dual Language immersion programs were based on equity premises, a key factor for its success has been the enrichment approach given to its design (De Jong & Howard, 2009). Consequently, high expectations on student achievement appeared as a natural baseline. At the beginning, this assumption went against the common belief on language learners' instruction that content and language difficulty should be attenuated, decreasing the difficulty or complexity for emerging bilinguals. On the contrary, high expectations have been proven effective in DLI immersion, and the mission of a DLI leader is to provide teachers with the right tools to achieve them, as Ms. Nivôse related:

There's this false impression that if you don't speak a language or you're limited in a language, that you need to lower your expectations or water down curriculum ... my mission is giving them (the teachers) the tools to help students reach these high expectations.

Certainly, the instructional process design should be progressive regarding language requisites, and incremental according to the student needs and the grade level requirements. In no way does this fact involve having students in the DLI programs receive lesser quality language or content instruction. DLI school leaders considered it very important to maintain academic rigor, as well as to provide the teachers with the skills and abilities to reach the program's high expectations. Mr. Pluviôse shared his experiences on rigor and building capacities:

I'd say rigor is probably the most important. Just making sure that we're maintaining rigor. And sometimes that's hard to do, especially when there are no standards. In addition, building capacity in the teachers is important.

According to Ms. Germinal, secondary DLI students must reconcile second language and culture proficiency, plus academic content, in order to prepare them for the advanced classes and tests. Here is what she shared:

What I think is super important is having students understand the value of culture, and also you want them to be proficient in that language. You want them to graduate at the end of the program or take that AP exam. If that's the end goal is that exam, then of course we want to prepare our students as best we can to meet that goal.

As acknowledged by Mr. Vendémiaire, oftentimes the weight of these high expectations fall upon the teachers' shoulders, and he did not want to take credit as a leader for the success of the program's high expectations:

So, for me to take credit for those instructional high expectations, I don't think it's right. I think it really starts with the teachers.

Delving into the concept of high expectations and teachers as the key to achieve them, Mr. Vendémiaire wanted to debunk a leadership myth surrounding the topic. High expectations do not happen in isolation or just by well wishing. They happen when the expectations are shared by the staff, and leaders are successful in maintaining a collective dynamic of betterment:

We try to support those high expectations through working together. I think there's a myth out there a little bit about school leadership. That instructionally, if you go into a classroom and evaluate teachers they magically improve because of your expectation. I really believe that collective standards of the group really kind of set the bar for the group. And I think we have great teachers that really do set that bar instructionally.

High expectations are not only for academics or language. They echo through many other aspects, like behavior, commitment, and community service. Mr. Thermidor stated this complex nature of high expectations in DLI programs very clearly:

Our high expectations are many things. They can just be your rapport with kids. How do you make sure that teachers are respectful to the kids so that the kids can be respectful to them? Then there are high expectations as far as rigor, the academics. So how well do teachers know the standards and to what level are they teaching those standards? My thing, again, is I will treat you as a professional. I'm not gonna question your professionalism, but I am gonna count on it... There's built in rigor because they're learning a second language, but there's also that built in sense of community because now you understand something different.

This last quotation helps in understanding the multilayered nature of the high expectations concept applied within DLI programs. Secondary school leaders need to be aware of this systemic approach to this quintessential concept.

Program success and student achievement. DLI programs have been successful mainly because student achievement has been consistently better than in similar populations outside of DLI programs (Collier & Thomas, 2004, Valentino & Reardon, 2015), greatly helping in closing the achievement gap of English Learners. Other studies mentioned higher social awareness and increased sense of social justice for all groups in DLI programs (De Jong & Howard, 2009). This code registered aspects that leaders attributed to the program's success, especially related to student achievement. When data about achievement is disaggregated, it seems clear that student outcome is enshrined under DLI programs. Mr. Messidor provided us with a description of Dual Immersion academic success:

I can give you a very current one just on last years ... This is on the English side of the aspect side in seventh grade. Eighty percent of our students scored proficient or advanced proficient on the English portion of it. We had the second highest scores as an entire school compared to the rest of the district's K-8 and middle school programs. We were third in math and this is for the second year in a row.

This success was repeated by Mr. Frimaire:

Academically I would say, when you talk about kids struggling, I would say more yes, but isn't a marked total difference. Not necessarily, but what I'll say is, for the most part, our DLI kids do better than the average non-DLI kids.

Ms. Brumaire confirmed, that when data is disaggregated, DLI students generally outperform similar populations in English and Mathematics:

At the same time, as far as student achievement, we've had some amazing data that has shown that, as a subgroup, or as a disaggregated group when we look at data that as a group, our dual language immersion students often have outperformed our general ed. population when it comes to student achievement in both language arts and math.

These examples of academic success do not consider the fact that the students become bilingual and biliterate in a second language. Other interesting consequences of this success is that there has been a growing interest for DLI programs everywhere, specifically to continue enrollment at the secondary level, as explained by Mr. Vendémiaire:

We don't have to go up and recruit, per se, as far as getting students in because the program has become such a stellar program in the district that students and parents are interested in and wanting their students to stay in it.

Scheduling and time management. This code appeared as genuinely embedded in secondary leadership practices. DLI leaders voiced the challenge of managing time and change, specifically regarding the scheduling process, in order to adjust the instructional needs according to the program tenets. The higher the level in secondary, the more challenging due to the increased diversity, adjustments to the master schedule, difficulties in finding subjects, and qualified teachers to provide equitable pathways to success for all students. These managing

challenges are even bigger in schools where the program is a strand. Mr. Vendémiaire summed up this idea in the following manner:

The other piece is I think, about secondary dual immersion programs, in general that I think is very, very important is because the size and scope of these programs is typically small. We have to find creative ways so we can ensure that our students get all of the things they need. That is creative scheduling. Creative, from a human resource standpoint. Creative staffing. That's really difficult.

Specificities and challenges. Dual Language Immersion programs are becoming more common at secondary levels. However, they are still scarce (Howard et al., 2007; Montone & Loeb, 2000) and present specific dilemmas (De Jong & Bearse, 2012). Added to the challenges already known in DLI programs such as school organization, curriculum, articulation, student proficiency and motivation (Bearse & De Jong, 2008), the participants in this study confirmed and expanded some challenges and specificities. Accordingly, this code could potentially help DLI school leaders in adjusting their practices to deal with challenges and specificities that may occur due to the program's peculiar idiosyncrasy at secondary levels. DLI leaders may have an increased amount of aspects to manage while administering change. As every other code in this second sub-variable, it may apply to coherence, equity, or instructional practices. Related to instruction, as Ms. Brumaire explained, there are no specific instructional strategies for dual immersion classes:

I have found that there are no specific strategies just for dual language immersion. My expectation is that any teacher on our campus is using effective instructional strategies and best practices and that that's carried throughout their entire day, just not the dual language immersion.

Even though specific instructional strategies may not exist for secondary DLI, there exists a specific profile for DLI teachers: one that combines language proficiency with content mastery, and commitment. The scarcity of appropriate teacher profiles has been a recurrent challenge for

DLI programs in elementary, and is even more amplified at the secondary level. As Ms. Nivôse detailed:

I think a real challenge at the secondary level is getting teachers that are certified. Not only in the content area, but they have their bilingual authorization, and that is a challenge because they have to have that tool right.

Another challenge is the limitation on course offerings for DLI students due to low class numbers that affect scheduling and staffing of DLI programs. As Mr. Vendémiaire explained from a DLI leadership perspective:

Well, in that small sect you have (DLI groups), because the numbers are so small you have some very specific singleton classes for those dual kids. And that can often happen, because of staffing challenges or schedule challenges.

Additionally, this situation may imply a higher commitment from school leaders and teachers. The DLI teachers' commitment resonated in many interviews, but it was Mr. Thermidor who said that, as a leader, the DLI teacher commitment really makes a difference in the whole school:

(As a leader) At my other schools, it was not that they (the teachers) just came in and just did their job, and they did it well, then they went home, but I didn't have, I think, as much emphasis or commitment to say this is our program. There's something special here. "I'm not just a teacher. I'm a dual immersion teacher at our DLI school," and they buy into that. I don't know how to describe it, but it's essential to our program, because then you're not just a history teacher, you're not just a math teacher.

More specifically, DLI commitment permeates every layer of responsibility. One specificity that the present study wants to answer is if there are specific traits for secondary DLI school leaders. As seen in chapter two, Feinberg (1999) stated that there do exist special skills for DLI school leaders. When DLI school leaders were asked about this aspect, they mostly thought that there were no specific skills for secondary DLI school leaders. However, the specificities of

the programs demand from the leader an effort to adjust, innovate, and twist the system. This was explained beautifully by Mr. Thermidor:

And again, then you have the same old responsibilities that any other administrator at any school has, and that's making sure that you implement the trainings that the state, the district require of us, and then make sure that that training is aligned to our specific goals for our program. So most of the time they mesh. They're the same goals, so the training is not that difficult to align to our goals, but every once in a while, since we're doing immersion, something comes down the pipeline ... that's not something we're emphasizing perhaps.

Although not directly mentioned by our interviewees, some of them implied that these special skills may, somehow, exist in secondary, and it often happens that DLI leadership informs general leadership, as Mr. Thermidor stated:

Yeah, and it's funny that you mentioned that that way because I actually feel guilty that at this school we do so much more that I think I should've done at my other schools to build that culture. I think, yes, our size helps us that we're all vested into doing above and beyond our contractual duties. But at my other schools, just because the size of them, perhaps, there was emphasis on culture in every school that I've been at as a culture, but here the culture is about you give 100% all the time, or 110% and you're gonna get that back.

This different approach as a secondary DLI school leader is also acknowledged by Mr. Germinal when saying:

Well, I think there are some differences. I think I'm doing the same thing, it's just a matter of tweaking it a little or approaching it from a different angle.

Another challenge that secondary DLI leaders face is the absence of other programs to compare and learn from, as models for best practices or successful implementation. As Mr. Vendémiaire described:

And one of the things that we have found is that there are very few secondary programs in dual immersion really, throughout the state and in the nation. So, as we look for models to replicate or kind of best practices. There's a strong foundation of models and best practices at the elementary level, but at the secondary level there is not. And so, what that means is we've got to find what those best practices are. And being that there are dual immersion challenges, we've got to find out how to overcome those challenges.

This particular fact that becomes a challenge for many DLI school leaders, was echoed by Mr. Messidor:

A lot of it is stemmed from that idea that when I first started going out to try to find out more, there really wasn't a whole lot. There's very little when it comes to secondary... I think that, unfortunately, since we're the only secondary program, it's hard sometimes for me to bounce ideas off people because there's no other colleague of mine that has a DI school. The only other one is the high school, and they have a strand of DI, and I'm not even very familiar with that program.

As a consequence, the existence of limited DLI programs at the secondary level requires of the DLI school leaders to become a role model of innovation, a leader for leaders, as Mr.

Frimaire said:

I should say, we have become a leader in the secondary side of things because there's not a lot out there.

One example of these exemplary practices into secondary DLI programs is that this type of language programs promotes a special attention to articulation and equity, not simply because of its students long commitment, as Mr. Ventôse explained:

I think we also look at the students in a different light as far as, since it's a program that's going all the way up through 12th grade, it's not necessarily just keeping them on track for promoting from seventh or eighth grade. But we have to look at where they're going to end up. So there's a lot of attention to the at risk students.

One DLI specificity, that may become a challenge for secondary DLI school leaders, is that fact that students and parents have been early adopters, vocal individuals that have kept a long term commitment with the program. This situation forms a shared sentiment, like a family of pioneers with their own idiosyncrasy, where teachers and administrators have to mesh in as they progress to upper educational levels. These DLI communities have, as Mr. Ventôse detailed, a very specific mentality:

And they've been together since kindergarten, so, sometimes, there's that group thinking (..) Yes, hive of mind, if you will.

The DLI community can be a tough customer, but usually this commitment revolves around an increased sense of a well-knitted community, as Mr. Messidor defined its profile:

So you know some of these kids and families we've known for years and years and years. So again in that sense they don't see us as just a teacher but we've really been in a sense a part of that family for years.

This fact also carve a specific profile for bilingual students that shaped their identity (Solsona-Puig et al., 2018). After years of inhabiting bilingual settings, DLI students develop a special awareness of language and power (Bearse & De Jong, 2008), that may lead to increased understanding of cultural and equity issues, as well as diversity (Scanlan & Palmer, 2009). DLI students definitely become more socially aware, better prepared for a diverse society and readier for a multicultural world. As Mr. Frimaire shared:

What I will say is our Dual Immersion kids and I think it's a product of the teachers that we have more than anything, and I mentioned that we really tried to integrate the culture and social awareness and things of that sort.

Testing-in external students. Given the comprehensive scope of DLI program at the secondary level, and the focus on equitable instructional practices from a second language acquisition perspective, testing-in students is becoming more difficult the more the program progresses to upper levels. The main two reasons are due to increased diversity and advanced language skills required. This code registered the leaders positions to this historically controversial instructional practice. Their standings went from no testing in at all, or doing experimental actions, to openly embracing the practice in certain cases. The rationale ranged from being an alternative to all ELD classes, to offer joining as an advanced second language

program for advanced students. Mr. Frimaire commented one innovative practice, that ultimately led to embrace testing in students:

We started, I'll say the word sneaking basically some of our EL kids into some of our DLI classes. They were getting content in their native language, we found that they started to learn English a little bit better because they're still conversing with kids who speak English outside of class and then they start to help each other.

DLI leaders agreed on that, basically the tests assigned were evaluating the competence in the target language, mostly Spanish. As well, some did test at the site level, other did the testing at the district level.

Collaboration. One of the top five most frequent codes in the current study, it is no surprise that DLI school leaders mentioned this practice often due to the increased program's need on coherence, equity and instructional practices. Key in its success, Hunt (2011) pointed to collaboration as one of the defining factors for DLI. Cotton (2003) stated that school leaders in secondary levels may devote more time to improve collaboration because they cannot become experts in every single subject taught. Fullan and Quinn (2015) defined collaboration as one of the key drivers in education, having the concept later evolving into a more continuing process, a culture, rather than something performed sporadically. As specified by Ms. Germinal:

Well, I think collaboration is key, collaboration with other site administrators, collaboration with the teachers.

DLI school leaders must be intellectual developers, cultivating a collaborative culture, encouraging support and collaboration among teachers, students and other administrators. Teachers' fulfillment of optimal collaboration practices become the mortar for the DLI programs in building coherence. As Ms. Germinal described at some point:

Again, at my school having them collaborate with you in your school, so having teachers work together to ensure that the programs are very similar.

Furthermore, this process is not possible if leaders are not capable of bringing people together, using their critical eye to prioritize and distribute functions. Understanding collaboration in a deeper sense. Interestingly, the concept of collaboration seems to be naturally embedded in DLI programs, as Mr. Frimaire detailed:

Some people don't have the attitude of collaboration or understand really, truly what collaboration is. This group does. That's the impressive part. The group understands especially when they're out working together as DLI group, they understand the idea of collaboration.

Collaboration is seen as the best way to facilitate knowledge and understanding. Likewise, modelling collaboration at every level is an inherently coherent practice for DLI school leaders. Creating collaborative staff meetings, parent meetings or student activities would help in creating this collaboration culture. In this sense, Mr. Pluviôse stated that:

And staff meetings are never directed,... So, we're always working in groups and modelling, kind of modelling what good instructional practice is, where the students will collaborate... And then, as far as the teachers go, the collaboration you're going to see very clearly in their PLC's when they're working together. And then the students too. You know, collaborate, the students collaborating with one another. Even in our parent meetings, the last parent meeting we had, we put them in the table groups instead of that formal format of lecture style

This code also encompassed mention to teamwork, Professional Learning Communities (PLC's), and the specific necessity of collaboration between the language teacher and the content teacher in secondary DLI settings. Mr. Pluviôse mentioned how collaboration helped immersion teachers to stay connected and focused, as well as to meet and discuss common concerns about the DLI program:

But then, once a month, the four of them, say, get together. All, the two Spanish language arts teachers and the two Spanish science teachers. And they get together to kind of, so that they can see the connectedness and really maybe focusing.

Promoting collaborations extends its effects as tentacles, reaching far and beyond, increasing coherence and equity. Collaboration becomes basic in other practices such as professional development opportunities, culture development, decision making processes, etc. Collaboration is not defined just by coming together in the same place, it requires an open mind as well as a proactive approach to common improvement.

Developing creativity. A code deeply connected with change management, secondary DLI leaders used creativity to intellectually stimulated teachers. Creative ideas, thought provoking sources, innovation in the field of dual immersion are the tools used by the leader to improve instructional practices. It also entails the attitude of constantly revisiting the program goals and strategies, as well selecting and offering adequate professional development. This role of instructional leadership comes with some challenges. Selecting and supporting the best professional development events is one of these leadership practices mentioned by Ms.

Germinal:

So, if a teacher is interested in going to CAFE or they're interested in going to the two way dual conferences. Whatever I can do to support them being the best they can be, hey I'm all in, and I believe in staying on top of current research.

However, staying on top of the latest research on the field is not easy, and the motivations of teachers' to enrich their instructional practices are sometimes hard to read in a very demanding environment. Here is an example shared by Mr. Thermidor:

I try to like, when we do staff meetings, let's read this article. Let's read that article. Let's do this or that. But it's astounding to me how much we don't know about our own field. Once we get our credential, we kind of stop unless you're gonna get a masters. And then sometimes it's like what purpose is your masters for? Is it to really enrich your practice or is it because you're gonna get on the next step for the salary scale?

All in all, DLI leaders may promote the lifelong learning approach to teaching, that may transfer to the students. DLI leaders should model this approach, as Ms. Germinal expressed:

So, I try to be that type of leader that is modeling. Maybe I can share an article. Maybe we can talk about it together. Being part of those professional conversations with teachers and being a lead learner right along with them I think that helps.

Developing knowledge. This leadership practice depicted a scholarly versed immersion leader who shapes the cultural and linguistic aspects of the program, implementing the proper curriculum and instructional practices. It implies knowledge of the content standards, assessment practices and curriculum to preserve the program's culture as well as to balance the language component. As Mr. Thermidor stated:

One is that you gotta know your standards, so we open up the standards. We really dive into them and make sure we understand them. We do that at grade levels, but also its content area. So when the teachers meet for their department meetings, they are expected to, in their minutes tell me what the standard is that the unit of study that they're doing or standards they're gonna touch upon.

Teacher as a leader. One common thread that appeared in many interviews regarding instructional practices, is that secondary DLI teachers lead the way in that sense. High expectations are common, an assumption that translate into DLI students. DLI teachers become passionate leaders that lead the way. Mr. Vendémiaire expressed this sentiment very well:

The first thing about our program, our school is that our teachers are phenomenal. They really are. They. I would say it's teacher driven. And they are passionate. And they hold themselves and our kids and our school and our district to a very high standard. And so, I think that is really, really important.

The stakes on DLI teachers are high, and their expectations pour down to their instructional practices. Mr. Frimaire agrees completely:

I think that teacher leadership is really important here because our teachers have high expectations of what our students can, and should be able to do.

DLI leaders must support teacher leadership to sustain high expectation as well as promote a shared vision throughout shared leadership.

Facilitator. Although it was not mentioned very often during the interviews, this leadership practice of facilitating individualized support for students and faculty regarding any aspect of instructional practices was almost given as a consummated fact. Mr. Thermidor described the role DLI leader as a facilitator in the following manner:

Again, I'm big into making sure the kids have a voice and everybody has a voice. I see my role more facilitating things so if there's an issue that comes to the table, I'm here to facilitate that discussion.

This role reverberates in Mr. Pluviôse's view:

I try to act as a facilitator when we're ever working on any issues that are school related.

For Mr. Frimaire, it was something more simply facilitating. In secondary DLI, a leadership practice appears as to become the liaison, the link between educational levels, the district and the school site, in the search for coherence and continuity. As he expressed:

What I do is I'm really a liaison between our program here district office, our feeder schools and so on and so forth. But really our goal is how do we go to the program, how do we make it a viable program for kids to want to continue their studies and not just stop after sixth grade or stop after eighth grade.

Resources. Secondary DLI leaders mentioned the search for resources specifically for dual immersion as one of their main practices. They can be funds, professional development, specialized instructional materials, standardized assessments in the target language, time, spaces, textbooks and a long etcetera. Ms. Brumaire detailed some of the specific needs for teachers on Secondary DLI:

I think that the special, especially when it comes to the Spanish translation of materials and resources, they can certainly do the translation in the Spanish from any of the content area, but, certainly, for example, I look at the science, our science teacher is teaching the regular science standards and so not everything that might be in the English version of the science materials and supplementary materials are translated in Spanish. I think the need is time and just time for that additional planning that goes into making sure that not just the Spanish language, but the science content is available to the students.

Hiring-recruitment. Probably one of the first leadership practices that surfaced most early among secondary DLI leaders was the hiring and recruiting efforts. Partly, because of the difficulty of finding credentialed candidates that have a native or native like ability in the target language. Partly, because secondary DLI leaders strive to ensure the hiring of the best fit for a highly demanding program. Mr. Vendémiaire quickly acknowledged that hiring and selecting professional practices were his priorities:

As principal of a dual immersion high school. In regard to dual immersion that my responsibilities are definitely hiring. Starting with hiring and professional development.

Equally, Mr. Thermidor described his main responsibilities in this very same sense:

It's specifically to the dual immersion program, priority is having the right people in the right places, mainly teachers. Make sure that we hired the right people for the program, and that means the right credential or board authorizations to teach that subject area, making sure that they have the right training, making sure they have the right materials to carry on with their jobs

Support and value DLI teachers. A genuinely transformational practice, this code emerged to the top five more frequent codes during the interviews. Secondary DLI leaders acknowledged the value of the instructional practices carried out by the DLI teachers, recognizing the difficulties of their task. Mr. Vendémiaire shared his views on supporting DLI teachers by walking the extra mile in finding time, resources or anything else needed:

I think often, some of those teachers. It's more difficult than teaching other subject matters where you don't have multiple preps and you have resources available. And so that often looks like, going to the district and advocating for them. For extra time. For extra funds. For pull-out time. To be paid for some of their collaboration. Those are some of the things we've done.

Moreover, DLI leaders strive in building a cohesive shared vision for the program. Secondary DLI teachers are the most significant piece in the puzzle, the true core of the immersion programs. Mr. Frimaire reflected on this exceptional value:

When you talk about developing a shared vision for us, it was really important to build a relationship with our teachers first because that's the most important piece of the program, without that we don't have Dual Immersion program

Cummins and Early (2010) noted that almost the entire weight of an equitable and respectful instruction in multilingual contexts essentially rests upon the teacher. According to Mr. Thermidor, who valued the DLI teachers' commitment over everything else, the positive reaction by the students is something unique that transcends other schools:

So it's all together, and so the lines get blurred sometimes, but what doesn't get blurred is the commitment from teachers and the positive response we get from students. And I haven't had that at other schools. I haven't had this number of ... Not all teachers put in 110% all the time, but we have enough here that they are sponsored

Without this leadership practice, valuing and supporting DLI teachers, the docents may experience increased fatigue in a demanding environment, exacerbating the natural attrition of the profession. Valuing and supporting DLI teachers is not only required to preserve the program's kernel integer, but also to counteract undesirable consequences of a high demanding job.

Coherence Best Practices

When Fullan and Quinn (2015) published his book on coherence, they described four right drivers in action for schools to become more systematic. These four components -focusing direction, cultivating collaborative cultures, securing accountability, and deepening learning- go further from merely articulation efforts, it develops into a unifying philosophy of change toward a shared vision.

The eleven codes that were grouped under this third sub-variable described leadership practices such as modelling, transitions, goals and priorities. A truly transformational leader sets directions from a coherent framework. Thus, secondary DLI school leaders need to embrace the

immersion programs' background and engrain it in their respective school cultures. Table 11 describes the correlation between research questions and codes emerged.

Table 11

Correspondence of Interview Questions and codes emerged: Coherence best practices.

Coherence Best Practices	Interview Questions	Codes Emerged
What leadership practices, if any, do school leaders in secondary DLI programs believe helped improve coherence in their DLI program?	10. As a school leader, what specific goals and priorities have you put in place to improve coherence in secondary DLI programs? 11. What have been your experiences with regard to modelling desirable professional practices and values? Did that improve coherence into the program? 12. Could you share your experience on how to create community relationships to increase coherence in DLI programs? 13. Finally, from a leader perspective, what are the most important aspects of secondary DLI programs?	Program Commitment & Promotion (PCP) Accountability (AC) Articulation (AR) Bridging School & District (BSD) Coherent C&I (CCI) Community Relationships (CR) Goals & Priorities (GP) Leader as a DLI Parent (LP) Modeling (MD) Student Long Term enrollment (SLTE) Transitions (TR)

In figure 5.3, the coherence leadership practices code frequency (see Table 9) is shown according to the HyperResearch software:

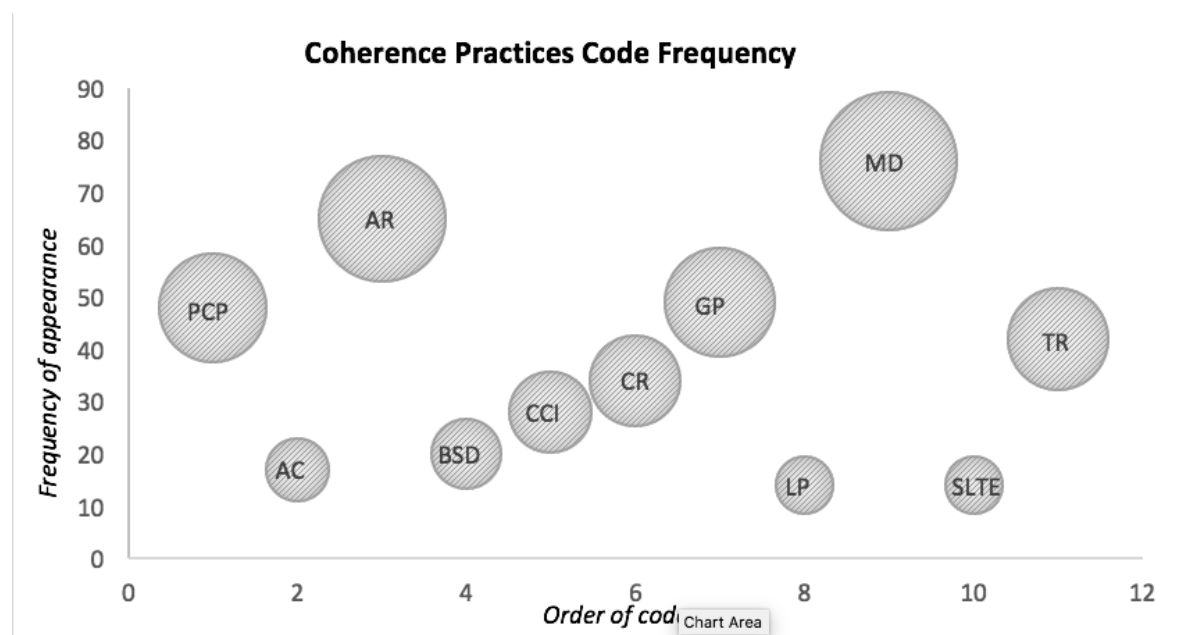


Figure 5.3. Coherence practices code frequency bubble chart.

Program Commitment and Promotion. DLI leaders frequently display a passionate support on promoting the program values and goals. They are also executing functions of public relations, channeling the forces behind all stakeholders' long-term commitment. In secondary levels, the leadership practice of sustaining this commitment among teachers is paramount for the program success. As described by Mr. Thermidor:

That's number one, select the right person, and make sure that they understand what the commitment is, and then make sure they have everything they need to teach, materials, the right trainings, so that they can do their job, and then you get out of the way. Let them be who they are. So that's mainly how you sustain the program.

Certainly, according to many leaders interviewed, the commitment exists in many levels. Pouring out from the program teachers, it reflects back in the quality instruction, resulting in a general success that may ensure equitable practices and a coherent environment. Mr. Thermidor described this effect in the following manner:

At my other schools, it was not that they just came in and just did their job, and they did it well, then they went home, but I didn't have, I think, as much emphasis or commitment to say this is our program. There's something special here. "I'm not just a teacher. I'm a dual immersion teacher at our DLI School", and they buy into that, and I don't know how to describe it, but it's essential to our program... That means that these teachers are committed to the program, and I wish I would've had that or emphasized that at my other schools. We emphasized everything else, but I didn't emphasize as a leader at the other schools the power of when you do more for these kids, you're gonna get it back.

This very fact was echoed by Mr. Frimaire in similar terms, stating this DLI commitment as something both unusual and natural:

It just is. I think that that commitment the program that we have from all five of our teachers, five or six that do it, is pretty remarkable.

This code also referred to celebrating the program. DLI Leaders take every opportunity to praise and rejoice the opportunity that this program offers. At secondary levels, this practice

creates a continuous feedback loop: the longer the commitment the better the results that lead to more praise and extended commitment. As Ms. Brumaire summed up:

Promoting, celebrating the program, and working very collaboratively with especially the high schools as we prepare our students of high school, college, and career readiness, certainly as that fits into the dual language immersion program.

Accountability. There has been a lack of external accountability for DLI programs (Lindholm-Leary, 2012), ever more acute in secondary settings. The guiding principles upon these programs are founded call for more accountability, both internal and external. As Fullan and Quinn (2015) included accountability as one of the four key drivers in education to create a coherent institutions by reinforcing internal accountability with external accountability. Most of the mentions from leaders referred to a double accountability for instruction: one in English and the other one in the target language. As Ms. Nivôse cited:

We need to demonstrate that the program is successful and we need to demonstrate it not only with in English through the accountability system and also to Spanish assessment.

Accountability is another way to show success, but it becomes complicated in schools that have DLI programs as a strand: disaggregation of data is key. The search of assessments to comply with accountability was another issue brought up by the DLI leaders. Other aspects were mentioned are teaching accountability, explicit academic expectations and how to reconcile district or state guidelines with the programs ultimate goals.

Articulation. One of the top three codes, vertical and horizontal articulation seems to be a crucial matter for DLI leaders. Not only from the coherent perspective, but also from instructional and equity perspectives. Secondary DLI leaders referred to articulation actions regarding elementary and secondary junctures, collaboration across same-level schools within a district, collaboration culture within the school programs, coordination roles assigned, etc. As

stated by Lindholm-Leary (2005), the lack of articulation make the programs less sustainable, and ultimately may set to failing. Only a cohesive collaborative culture can secure developmentally appropriate practices, as well as language proficiency in both languages. This asseveration was echoed by Ms. Brumaire:

One is the vertical articulation with our high school. We want to make sure that immersion students, we see our dual language, well, all students, but specific to dual language immersion, we don't want it to be an intermediate program and then a high school program. We want it to be a cohesive secondary program.

Bearse and De Jong (2008) also warned about the lack vertical of articulation from elementary to secondary school as a known flaw in these programs. This challenge is sorely acknowledged by Mr. Ventôse :

And pushing for a vertical articulation, where we haven't really done a very good job at it previously. I mean, knowing what in a K-12 Unified School District, this program is the one example of, "Yes, we're K-12." We need to be able to articulate what happens at the next level, and oftentimes, in elementary, intermediate and high school, there are separate domains, they're like islands but to be able to articulate what happens, because I know it and I've seen it, and the head of schools come down and talk to us.

As well, articulation is recognized as a critical feature that helps in building trust and coherence. Mr. Ventôse added to this the following:

So in a 7-12 continuum, we're really emphasizing that vertical articulation piece. The elementary is a wonder to behold... It's like orchestrated chaos, all these little kids running around everywhere, and you have them all day long. The articulation piece is something that's absolutely critical.

Coherent DLI programs also stressed the horizontal coordination. Mr. Thermidor described how secondary DLI programs have different levels of horizontal articulation, mostly based on collaboration practices:

They're different than staff meetings. So the staff meetings, I usually have the agenda for that, and a lot of it is PD. We have grade level meetings ... not grade level meetings, but department meetings. So we have staff meetings, department meetings. Department

meetings, it's just that between the two department people. But then program meetings, we come together, and some of this overlaps, but we talk about school-wide issues.

This code may provide a hint on what key aspects may define a transformational leader from the collaborative and cohesive stand point. Overlapping with this code, but with separate considerations, there exist the idea of bridging district and school sites explained in the next code.

Bridging School and District. In six interviews with DLI leaders, the feeling that occasionally the district guidelines and the school program needs live in different realities was made evident. It goes beyond articulation, even though this code faces similar challenges. This relationship becomes often times temperamental. Secondary DLI leaders navigate the troubled waters of this relationship, protecting the DLI teachers as well as guaranteeing that the best resources in the search of coherence. This was shared by Mr. Vendémiaire:

That often includes being the conduit between the district and the site. Which, when there are district initiatives, I kind of filter that into, through to our teachers and help them. Protect them sometimes. Other times, guide them through what needs to be done. Then as we have needs, I am the voice that can go to the district and help get the resources that will help support our kids.

This role of filtering the information, prioritizing the best strategies and postpone others for the sake of coherence was echoed by Mr. Thermidor:

Yeah, okay. Sometimes it doesn't mesh with what we're doing this year, so it's great that the district allows the administrators at each school (to decide). This is what we would like you to do and at some point you're gonna get to it, but if it doesn't align with what you're doing now, you can put it in the back burner and do what you're doing. So sometimes there's some things that they want us to do that I'm like, this is not what we're focusing on this time. If my school is more into technology, I'm gonna focus on technology and if that implementation or that directive is for something other, that's not gonna interrupt what we're doing.

Bridging districts offices and school sites has been referred in this study as a liaison role, this code also referred previously to this practice in a slightly different way. Mr. Pluviôse shared the following:

I think big aspect of the job is a liaison with the district office. And then between the three levels, the other two levels, the elementary and the high school principals.

As seen in this quote, in bridging the district with the school, secondary DLI leaders become the nexus in creating an increased coherence will all stakeholders based on trust.

Coherent Curriculum and Instruction. This code depicted how curriculum and instruction within secondary DLI programs affects the coherence of the learning process. It implied aspects such as clarity of learning goals, leader support to instruction, the choice of content subject to be delivered in the target language, how language is taught, the increasing academic demands, teacher instructional practices, curriculum development in the target language, and the overall design of the immersion program in upper levels of education. Ms. Nivôse cited this idea:

This coherence thread must be there for any Curriculum adoption or even changes within the program that might occur.

Consistency is another concept that appeared entangled with keeping coherence within a language program, as Mr. Thermidor shared:

I think the biggest issue for us is being consistent, but that's the biggest issue in teaching no matter what. We say we're gonna do this. We do it for like that month after a training, and then they're like, oh. Weren't we supposed to do this? Yeah, every day. But it's that lack of consistency and it's partly because we rolled out something, we didn't all buy into it. We kind of initially tried it but didn't really try it all the way, and so just being consistent.

Community Relationships. Community is a concept that is mentioned frequently in education. In fact Epstein et al., (2009) named as one of the three most important spheres. As

well, Leithwood and Jantzi (2006) referred to as one of the nine dimensions of transformational leadership. Certainly, it may appear as a hazy concept, everything left outside school. Secondary DLI leaders referred to this practice of building community relationships as an incessant action, actively seeking all stakeholders together to create productive relationships. Mr. Ventôse explained his view on this matter, commenting on a relationship with the embassy where resources in the target language can be provided:

Another thing that I focus on this cultivating our partnership with the International Spanish Academies, consulate and having a good relationships there because they have good resources and they're here, and they promote the program, and they talk about the great things that are happening in Winter District for a reason. You have that connection.

The community is seen by secondary DLI leaders as huge opportunities to enhance the learning environments. Then, an active approach is required, as detailed by Ms. Germinal:

So, I really like to build relationships with the community. There's a lot out there, and they're sometimes very willing to support the schools if you just make the effort. I think it just enhances any school program to have those wonderful partnerships

This code has been also referred in a more restricted sense, relating the idea that secondary DLI programs are community in their own, a very special one. Mr. Thermidor reflected on a DLI special sense of community, inviting and inclusive:

There is a sense, a community here that I've rarely experienced at another school, and this doesn't happen because we're small. I mean, that's part of it, but no. I've been to small schools where it feels not really inviting, cold perhaps.

A parallel thought was captured from Ms. Brumaire:

Beyond that, then, just working with our families, we want to make sure that we offer a community within a community.

Goals and Priorities. Securing goals and priorities in Dual Language Immersion programs was defined as one of the nine dimensions of transformational leadership by Leithwood and Jantzi (2006). Defining the goals and priorities is one step further after building a

shared vision. DLI leadership at the secondary level requires from school leaders to set directions in a coherent manner. This developing process might be coherent with the lower levels of the program and the equity tenets upon these programs were founded. From a perspective of shared leadership, all stakeholders must buy in. If a shared school vision is key to ensure the DLI program success, the setting of goals and priorities are the bricks used to construct, the tools any secondary leader would use to project the program into the future, to innovate through creativity.

This sentiment was well defined by Mr. Pluviôse:

Okay. Well, we developed our school vision last year. We took a very long time in doing so. And, the components of it were, innovative practices, as well as equity. Because even besides outside of our immersion program, we have the highest percentage of all secondary schools in middle school and high schools of English language learners. (...). So, equity is something that I think is inherent to our school. It's something I think all of our staff believes in and buys into.

In setting these priorities, secondary leaders would provide assistance in defining short term-goals, especially in areas in need or special focus. Leaders must consider the program's specifics in searching for adequate resources and materials regarding motivations and instructional practices. These goals must define the best overall strategy, securing its accountability. The setting of goals and priorities define the responsibilities of a secondary DLI school leader. These responsibilities attain to aspects such as professional development, providing resources, carving time for collaboration and articulation, etc. Then, once the shared vision is framed by these goals, the secondary DLI leader would execute the vision. This process is described in the following manner, as shared by Mr. Vendémiaire:

As principal of a dual immersion high school ... my responsibilities are ... seeking out professional development opportunities. Not necessarily facilitating the professional development, but helping grow those teachers. I see my role as providing them with the resources they need. Whether that is professional development. Whether it's time for collaboration. Whether it is funds. Whether it is I need to work with the district to create new rules or programs for our students. I see it very much as collaborating with them to

set a vision with our teachers. To set a vision about what we want our program to look like. And then, helping them execute that vision.

Leader as a DLI Parent. Although it was one of the least cited codes, it was interesting to witness that at least four leaders stated that they were DLI parents. One of the, Mr. Ventôse explained his feelings regarding this aspect:

Certainly me being a parent in the program as well, I used to think it was comprehensive program, now I believe it... And it's just fascinating for me also seeing my own kids develop here, it's pretty cool.

Unequivocally, it can be perceived as the ultimate commitment to the goals and principles of language learning. Mr. Frimaire shared that being a parent in the program resulted in an expanded mindset as a leader:

We both have children In Dual Immersion. So, we are very much believers in the program. I am a steadfast believer in the program.

Modeling. This code has been the most frequently found in this study. This finding cannot be fortuitous by no means. Developing people by modelling not only builds capacity but also it increases coherence. Furthermore, modelling evenly applies to equity practices, instructional practices and help creating a coherence framework for educational communities. Yet, in order to create the culture in any given educational organization, the practice of modelling values and professional practices becomes quintessential. Lencioni (2012) labeled this organizational culture as organizational health, where healthy organizations intentionally build cohesive teams based on a shared culture. As well, building the culture is not enough, there is the need to create clarity and reinforce clarity. Fullan and Quinn (2015) mentioned clarity of strategy and clarity of learning goals to create coherent educational institutions. By modelling professional practices and values, the DLI leader increases clarity and transparency. Quoting the words of Mr. Frimaire:

Anyway, there are little things that might not be necessarily of great value, but when we talk about modeling desirable and professional practices and values, this is the one,... (in the process of modelling) the transparency that we have with our teachers and the transparency that they have with us.

A secondary DLI school leader must tailor his/her practice toward a shared leadership that would allow to shift practices through building capacity. From the core values and guiding principles of immersion programs it develops in searching the best instructional practices. Hence, the importance of SDLI leaders to allocate resource and time for immersion teachers to attend specialized conferences, to build up capacity through modelling and collaboration. But modelling practices within dual immersion at the secondary level presents some challenges, and the site leader is the key to facilitate the modelling process, as stated by Ms. Nivôse:

Well, it was the elementary level where, you know, there was a lot of PD. I think at the secondary level that is an area of weakness in regards to really providing professional learning within best practices. It all has to do with the site leader in that sense because you can suggest, you can provide, but if they don't.... You can take the horse to the water, but the horse can decide the he doesn't want to drink water so no matter how much you say, "it's so valuable for you to drink water, you really need to have this water, is really going to be healthy for you" they might not do it. So it really is with the site leader.

As a leader in DLI, the process or revisiting assumptions and inform actions with data would help in building capacity in different and relevant aspects. DLI leaders develop models through continuous monitoring of best practices, especially in language acquisition and instructional practices. One DLI leader mentioned the power of English Learner practices in general, and immersion practices in particular, to act as universal catalysts for best practices, as Mr. Ventôse shared:

So I mentioned also EL, the English Language learner profile. It's a universal catalyst for best practices because everybody can acknowledge its value.... A lot of the things that we model in immersion translate (to non-immersion classes) and I use those teachers to do professional development, not me (the principal).

The idea of having DLI teachers as models for innovative practices, so as to help in professional development is also referred by Mr. Pluviôse:

And then, I guess, we actually had our Spanish language arts teacher conduct professional development for our staff members here. Just in general. I forgot, it's an innovative practice,... So, it's not just the technology but also the innovative practice. And then, the culture she creates in the classroom and really identifying and sharing that with the parents.

DLI Leaders ensure the modelling of values and practices with parents too, since they are crucial part of the three spheres of influence (Epstein et al., 2009), school, families and communities to be more equitable, but also to model values into the DLI program. Not only in the language use, but also in how to accommodate families and their needs into the school life. This fact is described by Mr. Thermidor:

So whenever we have meetings, we're conscious of the fact that some parents don't get off work until like 6:00 or later, so we try to have meetings at different times so that that's equitable for parents that just can't make it here readily. Because we can, we hold the meetings in both languages that are predominantly the ones spoken, English and Spanish.

Another singularity of secondary DLI programs is that, as opposed to elementary DLI programs, there are no strong models or best practices to follow. Mr. Vendémiaire voiced this concern as follows:

So, as we look for models to replicate or kind of best practices. There's a strong foundation of models and best practices at the elementary level, but at the secondary level there is not as much.

In modeling, best practices into secondary DLI programs, the idea of going back to core values and guiding principles is clearly present when leader design their strategy for modelling best practices. The importance of the target language use is also taught to the student by teachers modeling and using the target language. Constant reminders, revolving around key issues are needed, as Mr. Messidor explained:

Because again we want our students to do certain things but sometimes we forget as adults to model what is it that we want our students to do. One of the things for example is no matter what language teachers are teaching and I've repeatedly said that when we're in front of kids we need to converse in the target language. We need to show them what we want them to do.

Student Long Term Enrollment. There are a variety of aspects that may affect student outcomes into secondary DLI programs. One that emerged vividly was the fact that some student, by the end of the programs have been together many years. Mr. Frimaire reflected on the fact that DLI students share long term enrollment:

It's a very tight-knit group that a lot of them have been together now for 12, 13 years. By the time they're seniors they're already a very tight-knit family.

This fact may imply a special connection with their peers, and increased commitment to the cause. However, it also entails increased levels of management by the teachers, program's fatigue on the students' part, or specific needs related to the conveyance of program goals and the students' long term language needs.

This long-term commitment transcends school boundaries and, as Mr. Messidor depicted, becomes part of their life:

Things happen outside of school, you get invited to their birthday parties, you get invited to their graduation parties, so you become part of a community not just within the school but outside of school as well.

Transitions. Students in DLI programs may face extra challenges regarding equity when transitioning to secondary levels due to diversity (Myers, 2009), especially groups of at-risk students. Cauley and Jovanovich (2006) developed an effective description of transition programs for students entering middle school or high school, where described how elementary and secondary school structures differ in many aspects. From size, to compartmentalization and specialization, only to mention a few. Cauley and Jovanovich (2006) suggested the following

actions for effective transitions: creating transition committees –parents, teachers, and school leaders-, focusing on social as well as procedural aspects, designing specific transitions activities to proceed. From a coherence perspective, transitions from elementary to middle school into DLI programs imply increased complexities. Although it makes sense to continue enrolled in an enrichment program in two languages, many students will have other options available, other interests that would potentially increase the attrition rates of secondary programs. This aspect was brought to the spotlight by Mr. Frimaire, who share the importance of include parents and students in the articulation process:

We want to involve the parents earlier on so they know that this is a place where they're going to want to be. Because initially, kids were dropping between sixth and seventh grade. We want to get our hands on early and help cultivate that relationship so they want to come here.

Mr. Thermidor signaled some examples on how this lack of coherence and articulation may hinge DLI students' opportunities to continue in the program, and ultimately increase the program's attrition:

To continue with the DI at the XXXXX High School. But if you think about it, we have I don't know how many high schools in this district, but we have a lot, and a lot of them are pathway high schools so there's a specialty that they have. So to tell a kid, continue your DI education is a hard sell in high school because some may be more interested in the engineering and the cultural arts. Some are into sports, so they're gonna pick a high school for their interests, and that DI school may not be the one, although XXXXX High School has many other programs. So that's tough. So to make things equitable is kind of hard when you're the only one right now.

As, well, ill planned transitions have lasting effects on secondary DLI program's coherence. This leadership practices was described as a first concern by Mr. Ventôse:

Yes, so this is a top priority. We need to at least get the transition players together, six and seven, eight and nine.

This sentiment was mirrored by Ms. Brumaire, when she highlighted collaboration to create smooth and seamless transitions:

Then collaborating with our feeder schools to make sure that the transition from elementary school to secondary school, I think that's the biggest focus.

Thematic Findings

Examining holistically the 36 codes emerged from the three main sub-variables, a deep analysis regarding their application as leadership practices suggested the clustering into five main themes or leadership roles. This clustering process is explained in the next paragraph.

These five Secondary Dual Language Immersion roles or themes regarding leadership practices were labelled according to the salient traits of a transformational leader in secondary education: Equity and Ethical Unifier, Instructional Change Agent, Intellectual Developer, Individualized Supporter, and Coherence Builder. These five roles correlated with the five factors applied on the transformational leadership (Bass & Avolio, 1997). The interrelationship between the original five factors and the five secondary DLI leadership roles are depicted in Figure 6.

In a process of triage, and after analyzing each of the 36 leadership practices, each of them have been assigned to one of the five themes, defining the five leadership roles required in SDLI programs. Two criteria, quality significance and relevance, have been used to classify each leadership practice into a theme; whereas a third criteria, frequency, served to understand the number of times that the leadership practice appeared in the interviews. First, using a criterion of significance, where every leadership practice has been analyzed regarding its meaning and essence with the defined leadership roles in SDLI. Second, a criterion of relevance has been applied, where each of the 36 leadership practices have been matched against the quality of the connection and the proximity to the leadership role assigned.

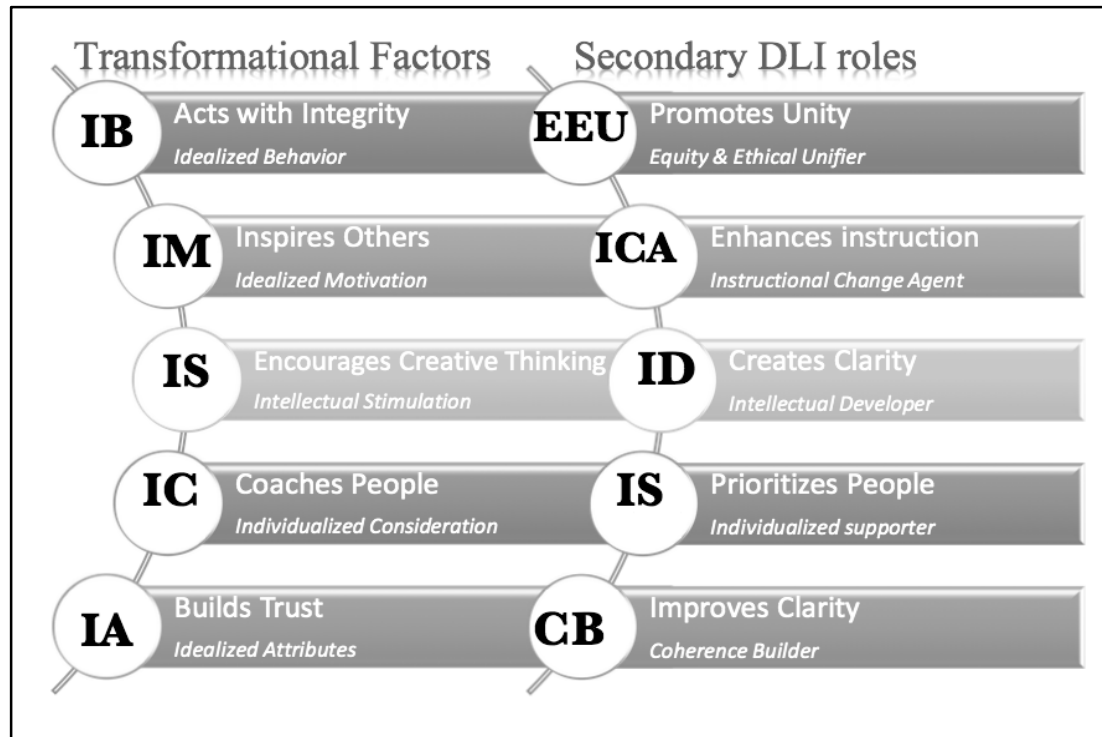


Figure 6. Interrelationship between the five transformational factors and the five secondary DLI leadership roles.

Finally, in the following closing paragraphs, a brief description of each leadership roles is provided in conjunction with the distribution of codes by leadership roles or themes, which will be developed in depth in the next chapter, appear listed per frequency values as coded with the HyperResearch software in Table 12.

Table 12.

Leadership roles per codes and codebook frequency values from HyperRESEARCH.

Leadership Roles & Codes	C.Short	Total	Min.	Max.	Mean	Std.Dev.
1. Equity/Ethical Unifier						
1.a. Communication	CO	29	0	11	3.2	3.6
1.b. Cultural Unifier	CU	36	0	10	4	3.2
1.c. Diversity	DI	40	0	16	4.4	4.8
1.d. Equitable C&I	ECI	50	2	11	5.5	3.0
1.e. Linguistic Equity	LE	34	1	9	3.8	2.6
1.f. Moral Leadership	ML	24	0	11	2.7	3.8
1.g. Parent Involvement-Commitment.	PIC	34	0	11	3.8	3.5

(continued)

Leadership Roles & Codes	C.Short	Total	Min.	Max.	Mean	Std.Dev.
1.h. Socioeconomics	SO	35	0	9	3.9	3.2
1.i. Structuring Participation	SP	40	0	13	4.4	4.0
2. Instructional Change Agent						
2.a. Change Management	CM	11	0	5	1.2	1.9
2.b. High Expectations.	HE	53	1	11	5.9	2.9
2.c. Program Success & Student Achievement	PSSA	16	0	5	1.8	2.0
2.d. Scheduling & Time Management	STM	33	0	8	3.7	3.3
2.e. Specificities & Challenges.	SC	53	0	17	5.9	5.8
2.f. Testing-in External Students	TES	18	0	7	2	2.5
3. Intellectual Developer						
3.a. Collaboration	CL	56	1	13	6.1	3.9
3.b. Developing Creativity.	DC	20	0	10	2.2	3.1
3.c. Developing Knowledge	DK	22	0	13	2.4	4.2
3.d. Teacher as a Leader	TL	16	0	11	1.8	3.7
4. Individualized Supporter						
4.a. Appreciation & Encouraging.	AE	24	0	6	2.7	2.2
4.b. Facilitator	FC	9	0	3	1	1
4.c. Program Commitment & Promotion	PCP	48	1	12	5.3	3.6
4.d. Resources	RS	20	0	6	2.2	2.4
4.e. Hiring-Recruitment	HR	30	0	6	3.3	2.1
4.f. Support & Value DLI Teachers	SVDT	59	0	16	6.5	5.1
5. Coherence Builder						
5.a. Accountability	AC	17	0	5	1.9	1.9
5.b. Articulation	AR	65	0	14	7.2	5.2
5.c. Bridging School & District	BSD	20	0	9	2.2	3.1
5.d. Coherent C&I	CCI	28	0	7	3.1	2.6
5.e. Community Relationships	CR	34	0	8	3.8	2.2
5.f. Goals & Priorities	GP	49	1	18	5.4	5.7
5.g. Leader as a DLI Parent	LP	14	0	8	1.5	2.7
5.h. Modeling	MD	76	2	24	8.4	6.7
5.i. School Program Vision	SPV	61	1	18	6.2	5.1
5.j. Student Long Term enrollment	SLTE	14	0	5	1.5	1.5
5.k. Transitions	TR	42	0	13	4.7	3.8

The Equity and Ethical Unifier (EEU) role within secondary Dual Language Immersion school leaders fundamentally promotes equity at all levels with all stakeholders. It englobes nine

codes or practices. Secondary DLI programs unfold as a combination of high quality language instruction combined with a cultural effort to convert diversity into an asset, balancing the socioeconomic and cultural aspects that recurrently hinder educational settings. The transformational leadership practices involved ranged from ensuring an equitable curriculum and instruction offer, to preserve qualitative communication channels. It is a role based on ethics, a leader's moral compass to act with integrity.

In the second role, a secondary DLI school leader assumes an Instructional Change Agent (ICA) perspective assuming high expectations for academic success, as well as embracing the challenges and specificities of Dual Language Immersion programs. Six practices define this role, all meant to enhance instruction and motivation managing change.

The third role, Intellectual Developer (ID) creates clarity from an intellectual angle. It comprises four practices. The mission of the secondary DLI leader here is to develop creativity and knowledge through modelling. This way, DLI teachers become an extension of management, becoming a true shared leadership structure.

The secondary DLI role of Individualized Supporter (IS) consists of six codes or practices. The salient feature of this role is the attention to people. Accordingly, the practice of valuing and supporting DLI teachers is the flagship practice for this role. It includes other practices such as ensuring commitment, hiring and facilitating resources or communication.

The last role is the Coherence Builder (CB). Secondary DLI school leaders may improve clarity by enhancing the program's coherence, which in turn builds trust in the program. The eleven codes or practices included in this role are primordially modelling the right actions using the right key drivers, ensuring an enhanced program's articulation to build a sound school program's vision shared by all stakeholders. In defining goals and priorities, secondary DLI

leaders serve to many aspects such as community relationships, transitions, internal and external accountability, coherent curriculum and instruction among others.

Summary

The perceptions of secondary Dual Language Immersion (DLI) leadership practices have been investigated in this qualitative, phenomenological study. The Van Kaam approach modified by Moustakas (1994) has been applied for the data analysis. Nine secondary DLI school leaders have been interviewed face-to-face, posing thirteen open-ended questions with regard to the promotion of equity, the enhancement of instruction, and the improvement of coherence practices. The descriptions obtained from these secondary DLI experts pertaining to four public school districts in Southern California helped build a thorough depiction of the participants' own experiences. The secondary DLI programs studied were selected as exemplary in application of a double layer of inclusion criteria. First, a set of criteria on equity, efficiency, and length/span of the school or district site programs was applied. Then, the secondary DLI leaders were selected among administrators working or having worked for at least two years in these secondary DLI programs over the past five years. The experience of the school leaders' cohort was almost ten years on average, with three DLI leaders with five or less years in total. Six principals, one assistant principal, one program director, and one department head participated in the study, four coming from the middle school level, two from the high school level, and one from the district office level.

The analysis of the data elicited from the participants lived experiences, extracted from more than eight hours of conversation, lead to the emergence of 36 codes related to the main variable of leadership practices, and its three sub-variables: equity, instruction, and coherence. A posteriori, these codes related to leadership practices were themed into five different secondary

DLI roles. These five roles displayed a strong connection with the five factors of transformational leadership applied to education, which is mainly based in building a shared vision for all stakeholders in a shared process.

In the next chapter, a discussion of the results and findings from the present chapter will help in understanding the specific roles of secondary DLI school leaders. In addition, a summary of the results and the study conclusions is presented.

Chapter 5: Summary, Discussion and Conclusion

Introduction

This final chapter summarizes and discusses the findings of a phenomenological study about school leaders' perceptions on Secondary Dual Language Immersion (SDLI) leadership practices. After this introduction, a restatement of the purpose and research questions is followed by a deeper inspection of the key findings, the implications for practice and policy, as well as the conclusions and the recommendations both for school leaders and for future research. Dual Language Immersion (DLI) programs are more frequently found at the elementary level, and become rarer in upper educational levels (Bearse & De Jong, 2008; De Jong & Bearse, 2012; Howard et al., 2007; Montone & Loeb, 2000). SDLI programs, represent a small portion frequently ingrained as a strand in much bigger secondary sites. Its goal was to analyze SDLI leadership practices from the perspective of three sub-variables: equity, coherence, and instructional practices. The initial findings indicated that SDLI transformational leadership practices would provide an equitable framework for these quality programs to be developed as a model program in Southern California.

Summary of Findings

The key findings of this research study, elicited from nine face to face interviews of SDLI school leaders, demonstrated that the transformational leadership framework may befittingly apply to these language enrichment programs. As stated by the Rocque et al., (2016): "few studies have explored the training and traits of principals in elementary dual immersion schools, who add to the customary duties, roles, and demands the unique challenges of leading a school" (p. 802). If this asseveration is true, the lack of studies focused in secondary DLI school is even more acute. The five themes resulting from the data analysis are translated into five

transformational roles for SDLI, comprehensively discussed in this section. This researcher chose a qualitative phenomenological approach for this study, despite the majority of research on transformational leadership having a quantitative approach (Leithwood & Jantzi, 2006; Wyse, 2014). In that sense, Marzano et al., (2005) chose a quantitative approach for their meta-analysis on leadership research instead of a narrative like that used by Cotton (2003), stating that “Unfortunately, the narrative approach is highly susceptible to erroneous conclusions” (Marzano et al., 2005, p.9). Nonetheless, as discussed in Chapter Three, the phenomenological approach appears to provide a realistic depiction of the participants’ personal experiences, which is more appropriate under the current study’s purpose. Interestingly, there is no single conception of the transformational leadership profile in the literature. Refined in chapter Two, it unfolded as an evolving concept from its inception in the 70s, some of which do not entirely match. As stated before, sometimes it even appears entangled with transformative leadership (Shields, 2010). However, Cotton (2003) provided some clues on why this type of leadership is especially effective in high-quality programs:

The important thing is that the elements of these various conceptions mirror the behavior of principals in high-performing schools: establishing a worthy vision and clear goals, providing individualized support to staff, holding high performance expectations, engaging others in decision making, and so on. Not surprisingly, researchers find that transformational leadership is positively related to student achievement and is more effective than the deal-making between principal and staff that characterizes the transactional approach alone. (p. 61)

Despite having found some indications from at least five SDLI school leaders, the present study did not find conclusive evidence of a specific set of skills for DLI school leaders, as

opposed to other studies such as Feinberg (1999) and Rocque et al., (2016). One influential factor for this assertion is that the majority of Secondary DLI programs develop as a strand in a much bigger site. So, frequently, SDLI leadership duties are only a fraction of their daily responsibilities. Instead, more layers of management and complexity in leadership practices have been reported. Indications on academic and linguistic demands augmented by an increasing diverse population at the secondary level may justify the focus on equity of the current study, as well the transformational framework chosen. Additionally, SDLI leaders indicated that the outcomes of the program's commitment from students, teachers, parents, and administrators matched the high expectations inherent in this type of instruction.

Even though there is not sufficient evidence for an isolated set of leadership skills in SDLI, a transversality of its leadership best practices has been observed. This peculiar characteristic requires a systemic approach since leadership actions intersected across boundaries, simultaneously affecting different aspects of instruction. This aspect is somewhat similar to that expressed by Bass and Riggio (2006) regarding the universality of transformational leadership: "authentic transformational leadership has an impact in all cultures and organizations because transformational leaders have goals that transcend their own self-interests and work toward the common good of the followers" (p. 16). Even though each of the three sub-variables (equity, instructional practices, and coherence) appeared consistently as an independent construct in the study, almost all leadership practices also appeared to be intertwined, traversing SDLI school leaders' actions. It certainly unfolds as a systemic process, a double and triple loop learning cycle, where school leaders intentionally challenge the established vision and values of the institution for a common good. In this sense, Altman and Iles (1998) took the original concept of single and double loop learning from Argyris (Argyris &

Schön, 1978), and developed it further in this explanation: “single-loop learning, questioning how things are done; double-loop learning, questioning underlying purposes and why things are done; and triple-loop learning, questioning essential principles on which the organization is based, and challenging its mission, vision... and culture” (p. 46). Thus, SDLI transformational leadership practices may entail double or triple loop learnings, with equity, coherence, and instructional practices as beacons to build a shared vision. Certainly, a complex process for SDLI school leaders to implement. In the next sections, the findings of this study will be developed in depth.

Discussion of the Key Findings

The following sections will discuss the key findings regarding the main themes, the five transformational leadership roles (see Figure 7).

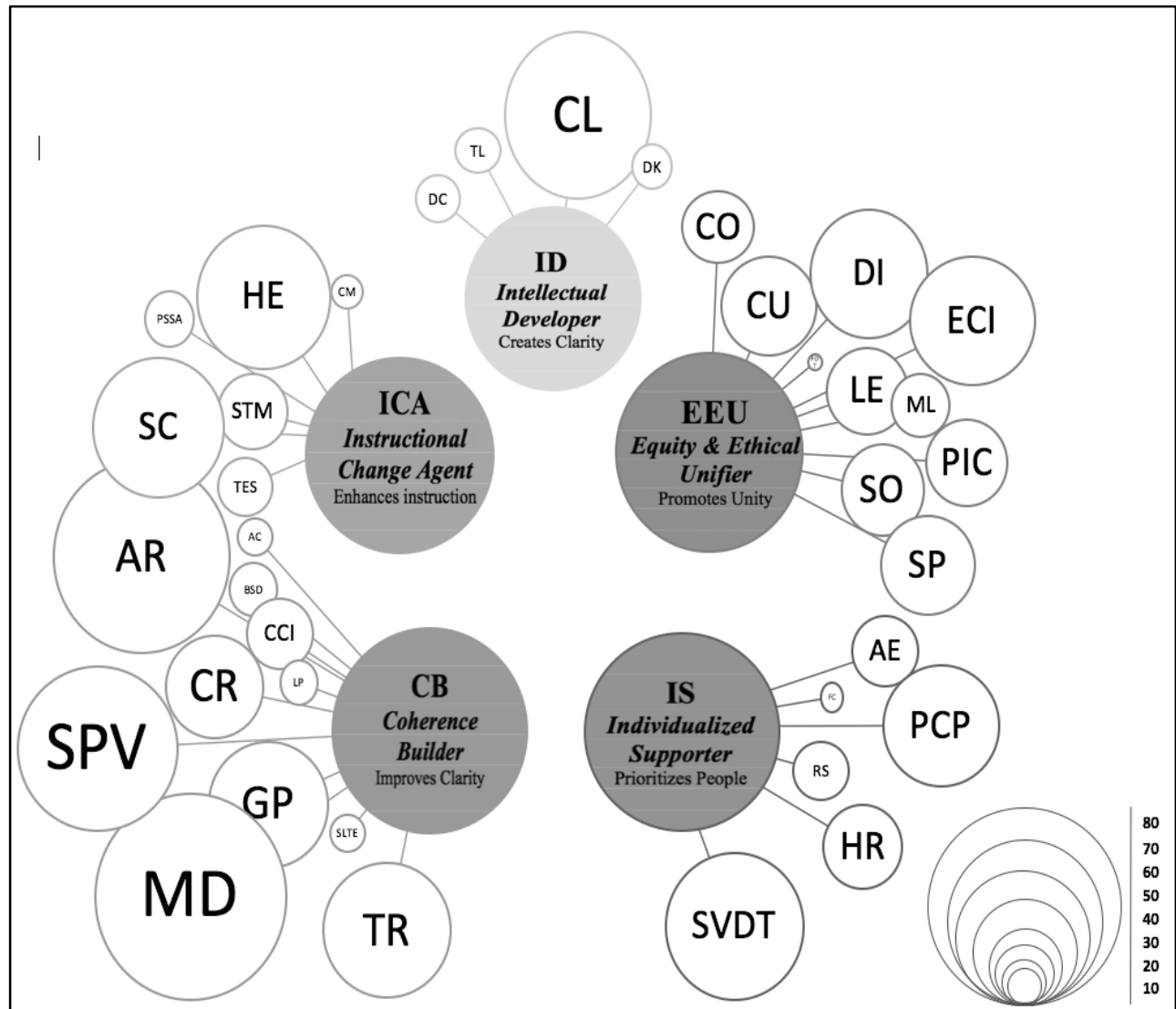


Figure 7. SDLI transformational leadership roles and derived practices.

In this graphic, the number of times the code appeared in the interviews is depicted. The larger the bubble, the higher the frequency.

Equity and Ethical Unifier (EEU). This first theme encompasses nine leadership practices grouped together in a SDLI leadership role, of which the goal is to unify multiple aspects and actions from an ethical perspective. The nine practices assigned to this role were drawn from the interviewees' perceptions on different aspects, in order from higher to lower frequency, and are named as such: Equitable Curriculum and Instruction (ECI), Diversity (DI),

Structuring Participation (SP), Cultural Unifier (CU), Socioeconomics (SO), Parent Involvement and Commitment (PIC), Linguistic Equity (LE), Communication (CO), and Moral Leadership (ML). SDLI school leaders display the EEC role when focusing in equity and cultural aspects, becoming truly transformational leaders, a sort of moral agent (Marzano et al., 2005). This role must be a quintessential role in secondary DLI programs, since equity was at the core at the creation of these language programs (Genesee & Lindholm-Leary, 2007). During the interviews, SDLI school leaders often circled around the idea of equity both as a principle and as a vehicle to keep a unified community. Accordingly, this role would address language immersion concerns about equity (De Jong & Howard, 2009; Fernández, 2016; Scanlan & Palmer, 2009), increased student diversity (Valdez, 1997; Genesee, 2016), socioeconomic, linguistic, and ethnic segregation (Delavan, 2016; Gándara, 2010). Likewise, the study participants referred to concerns about diversity, equitable participation, and fair communication practices. The EEU would be using diversity as an asset for the program's success, and communication to ease the process of participation. Since school leaders participating in the study expressed their struggles with balancing linguistic equity, the EEU role would consider linguistic aspects as the key to balancing curriculum and instruction, and to unify the SDLI community around these tenets. Secondary DLI students have reported a lack of equal opportunities to enhance their academic target language (Howard et al., 2007). This is mainly due to secondary programs reducing their instruction time, as expressed by De Jong and Bearse (2012), "Linguistic equity, as defined by instructional time spent in each language disappeared in the secondary school" (p. 21). Also, it may promote balanced parent involvement and participation, avoiding certain groups dominating the conversation while others remain less involved, or limited by their access to educational resources. The EEU would use moral and ethical leadership principles to structure

communication and participation from all stakeholders, achieving a tight knit community invested in preserving equity. The EEC role reconnects with the original principles of DLI programs in secondary levels. In a language program that becomes advanced in secondary levels, language equity is the building block upon which secondary leaders may erect equitable programs. The need to focus on linguistic aspects is quintessential, not only for increased student performance in a language program, but also to guarantee the social awareness that comes with it. The SDLI leaders participating in the study indicated that trust is a must to develop secondary programs, and interestingly, the data collected shows that SDLI programs may base their success as transformational leadership does in education, promoting unity by building trust (Leithwood & Jantzi, 2006), enhancing coherence (Fullan & Quinn, 2015) and clarity (Lencioni, 2012) in an enriched culture of equity. All in all, the SDLI school leader in the EEC role would passionately unify all efforts for equitable practices in communication, cultural aspects, diversity, curriculum and instruction, linguistic features, and parent involvement and participation.

Intellectual Developer (ID). The Intellectual Developer (ID) role's main goal is to create clarity. It consists of four leadership practices, ordered by frequency in the SDLI leaders' interviews, as follows: Collaboration (CL), Developing Knowledge (DK), Developing Creativity (DC), and lastly, Teacher as a Leader (TL). Oftentimes, the participants in this study mentioned the fact that they needed to remind themselves what the original DLI tenets were in their leadership actions. Considered the starting point, the ideals that motivate the initial movement for any action to take ahold and start a change, the concept of intellectual stimulation is well documented in the literature about leadership (Bass, 1990; Bass & Avolio, 1997), and specifically about school leadership (Leithwood & Jantzi, 2006; Marzano et al., 2005; Rocque et

al., 2016). Congruent with the data elicited from the school leaders, the ID leadership role would help create clarity for all stakeholders, but predominantly for teachers.

Collaboration is often referred to as the Philosopher's stone, capable of transmuting simple cooperation in glittering instructional practices. In real life, collaboration may range from being time-consuming and frustrating to time-saving and enlightening. With a relevant space in the literature of educational leadership (Cotton, 2003; Fullan & Quinn, 2015; Leithwood & Jantzi, 2006), it unfolds as a constant challenge due to secondary discipline-based periods. Because of its nature, secondary subject matters are increasingly compartmentalized, a circumstance that limits teacher collaboration. To overcome this limitation, secondary DLI teachers should strive for carving time and space for secondary DLI teams for interdisciplinary collaboration. When it comes to secondary DLI, collaboration has been defined as integral opportunities for teachers to co-plan (De Jong & Bearse, 2012), and establish common approaches to literacy from different subject matters in the target language (Rodríguez-Valls et al., 2017). SDLI leaders participating in the study shared their efforts in having the language arts teacher collaborate with the content area teacher, whether it was social studies, science, or other subjects. Secondary leaders should ensure that collaboration among DLI teachers is secured consistently, and time and space is provided. Without it, any SDLI team would have increased difficulties to succeed as a coherent program. In turn, collaboration would allow shared knowledge and creative practices to flourish. As Lee and Jeong (2013) stated, "teachers who work in such programmes saw positive benefits such as increased autonomy and creativity in designing the curriculum, opportunities to use two languages as instructional resources, and instructional advantages of team teaching." (p. 92) Innovation versus established instructional practices becomes a challenging equilibrium that SDLI programs must face. Nevertheless,

Howard et al., (2007) warned against naively diving into unproven curricular or instructional practices.

The ID role certainly relies upon creativity and knowledge, building collective and individual capacity through shared leadership and collaboration (Chrispeels et al., 2008; Fullan & Quinn, 2015). Precisely, the practice of shared leadership (Cotton, 2003; Lambert, 2002; Rath & Conchie, 2008) as one of the modern breakthroughs in leadership research, evolving from the obsolete idea of unipersonal leadership, known as the “Great Man” leadership. School leaders might entitle SDLI teachers to share leadership in participation, community engagement, and instructional practices. In this chain of thought, Cotton (2003) suggested that the teachers in secondary levels become the instructional leaders due to the singularity of their subjects: “secondary principals might be less involved with certain functions because of subject matter specialization at the secondary level” (Cotton, 2003, p. 54). This is especially true in SDLI programs, where an extra layer of target language leaves the school leader out of the instructional equation unless he or she masters both content and target language. In SDLI programs, school leaders should encourage the profiles of teachers as leaders, creating a sense of entitlement and commitment. Kirtman and Fullan (2016) advocated to literally ‘unleash the power of teacher leaders’:

Teacher leaders are our great untapped source of instructional improvement. One teacher noted that principals are usually too busy to be true instructional leaders. They are often not that visible and frequently give abbreviated feedback to teachers in the hall – not a deep way to develop. (p. 8)

This approach is also shared by authors in the Dual Language Immersion community. For example, Howard et al., (2007) also raised the issue of the principal being occupied with other leadership duties, and offered some solutions:

If the principal cannot fulfill a prominent role for a program, the responsibility may come from a vice principal, program coordinator, resource teacher, or a management team composed of teachers. In fact, it is probably most advantageous to have a team with a designated leader to coordinate the program, rather than one person (p.25).

This also justifies why this study broadened its scope by interviewing school leaders other than principals. Indeed, this role manifests mostly through shared leadership practices, such as promoting broad collaboration, to which Lambert (2003) assigns the highest importance with regard to leadership skills. In addition, Lambert (2003) aimed to develop skillful leaders within administrators, teachers, students, and parents (See Table 2). Fullan and Quinn (2015), added to “develop leaders at all levels,” to creating a collaborative culture as a key driver in education, a culture that helps in framing the right mindset for action. Intellectual development comes hand in hand with clarity. In creating clarity in SDLI programs, the ID role would vigorously support and promote secondary DLI teachers’ collaboration (Howard et al., 2007), since teamwork ensures common knowledge, innovative approaches (Lee & Jeong, 2013), instructional enhancement, and shared leadership practices.

Instructional Change Agent (ICA). This theme emerged from the SDLI school leaders participating in this study, and focused on enhancing instruction. Although instructional leadership is incumbent transversally, six specific leadership practices were elicited from the leaders’ perception and united under the Instructional Change Agent (ICA) role. In order of frequency, they are listed as follows: Specificities and Challenges (SC), High Expectations (HE),

Scheduling and Time Management (STM), Testing-in External Students (TES), Program Success and Student Achievement (PSSA), and Change Management (CM).

As the defining leadership practice in the ICA role, managing change through the specificities and challenges of Secondary DLI programs becomes fundamental. This study delved into the challenges of secondary programs to help fill the gap in the literature.

Accordingly, as stated by Bearse and De Jong (2008):

To date, few studies have focused on secondary TWI programs. The complexity of middle and high school organization, curriculum, teacher preparation, scheduling, differences in student proficiency levels and motivation, and the absence of vertical articulation from elementary to middle to high school make the implementation of secondary TWI programs challenging. (p. 327)

Probably, the ICA leadership role unfolds as the most specifically devoted to managing change and improve instructional practices. In this sense, SDLI school leaders need to manage mainly challenges and specificities, as well as high expectations. Secondary DLI programs are frequently formulated as a strand in upper levels, whether they are developed as K-8 or K-12 formats. Arguably, a program with such a long-term commitment and enrollment of the same cohort evolves into increasing diversity at secondary levels, displaying specific program needs (Solsona-Puig et al., 2018). Some of the challenges have been cited earlier in other areas of this study (lack of grade-level materials, linguistic equity, increasing diversity, staffing, etc.). Other issues are already known in the literature, such as secondary school organization, curriculum development in the target language, elementary and secondary articulation, dissimilar student proficiency and motivation (Bearse & De Jong, 2008). The school leaders participating in this study orbited around the following challenges: (a) adjustments to the master schedule needed,

especially to overcome the course offering limitation which affected student choice and motivation within the program; (b) lack of specific language immersion instructional strategies combined with the difficulties in finding grade-level appropriate materials in the target language to keep the linguistic balance (De Jong & Bearse, 2012); (c) lack of qualified teachers to provide equitable pathways to success for all students in the target language (Howard et al., 2007; Rodríguez-Valls et al., 2017); (d) increased secondary compartmentalization preventing enhanced teacher collaboration (De Jong & Bearse, 2012); and (e) DLI community as a demanding client. SDLI leaders' interviews described their efforts in scheduling equitable courses for SDLI students, as well striving to carve time and space for teachers to collaborate. Participants' perceptions also referred to scheduling as a specific challenge due to language needs, and reduced student enrollment in SDLI in classes. School leaders also mentioned to endemic shortage of target language materials and the dearth of secondary dual immersion instructional strategies. In addition, secondary leaders reported that, when looking for secondary model programs to learn from, they were almost non-existent. This status quo may be challenging, but also a fertile ground for school leaders to foster innovation and experimental practices. While keeping the onerous instructional balance between the target language in an English dominant environment, De Jong (2016) advocated going beyond the "double monolingualism" in SDLI, where both languages of instruction keep their instruction strictly separated, to evolve toward a multilingual space where they feed from each other. This philosophy may open the door to use both languages as a strategy in the same secondary class once language proficiency is achieved in both languages, benefitting from the full advantages of having primary and secondary sources in two languages (Lee & Jeong, 2013; Rodríguez-Valls et al., 2017). Besides this last aspect, the endemic difficulty of finding of qualified teachers

(Fortune, 2012) is well known in the literature: “Program administrators struggle to find high-quality, licensed teachers who can demonstrate advanced levels of oral and written proficiency in the chosen language” (p. 5). Even more acute for secondary DLI programs, this concern has been mirrored by participants in this study, an extreme situation that may require teacher training policy changes (Solsona-Puig et al., 2018). Nonetheless, six school leaders reported that, despite the teacher search quandary, when they had found the right professionals, the commitment and extra motivation that these individuals infused into the program was staggering. These teachers may also serve as role models for students beyond the exclusive academic sphere. Regarding the DLI community, Tedick (2015) expressed the idea of all stakeholders in bilingual education (parents, teachers, leaders, scholars) working together to be a real force for change. SDLI parents have already invested in promising programs, nonetheless, and as depicted in different ways by the school leaders, the DLI parents develop as a family of pioneers with their own idiosyncrasies, which has been tagged as a “hive mentality.” SDLI teachers and administrators have to mesh in this community as they progress to upper educational levels. Despite the fact that DLI parents can be tough customers, their commitment usually revolves around an increased sense of a well-knitted community, invested families that pursue the fulfillment of an immersion promise (Lindholm-Leary, 2005b) according to their high expectations.

Intrinsically connected to instructional leadership practices, the iterative concept of high expectations is commonly found in the literature about high-quality education and leadership (Cotton, 2003; Leithwood & Jantzi, 2006), and specifically in bilingual programs (Howard et al., 2007; Montecel & Danini, 2002). It unveils as a complex nature of the concept high expectations in DLI programs, affecting academic, linguistic, sociocultural, and behavioral aspects. DLI teachers hold a key role in keeping the high expectations on academic rigor, cultural awareness

and language proficiency. Sometimes, it may become a heavy burden for these professionals, and DLI school leaders need to facilitate the systematic process, easing the weight on the teachers' shoulders, as well as building capacity and providing with the right tools. Secondary school leaders need to be aware of a systemic approach to this quintessential concept. Secondary DLI school leaders may continue to advocate for high expectations to ensure program success and student achievement. Despite the specificities and challenges in secondary programs, the reward at the end of the process redeem the efforts in a more just educational environment for all students, especially those in need.

Monitoring student achievement and program success, testing-in students and change management approach are other salient aspects of this process for the ICA role. The DLI success story has been narrated extensively (Lindholm-Leary, 2012; Thomas & Collier, 2003) in both academic and linguistic outcomes. At the secondary level, school leaders participating in the study referred to the need to both integrate the programs in the school mainstream and disaggregate data to monitor SDLI student achievement. Additionally, the school leaders mentioned the lack of SDLI models to replicate or study. Here is where the Change Management leadership practice may contribute, welcoming innovation and experimental practices. Testing in students in upper levels may be challenging, but when successfully done, it may help combat program's attrition and renew student rosters. Altogether, the ICA role must secure the SDLI high expectations through flexible scheduling and access, monitoring student achievement as well as contend with specific challenges such as linguistic demands, funneling stakeholder commitment, increasing diversity within a lack of secondary models, resources, or qualified staff.

Individualized Supporter (IS). The Individualized Supporter (IS) role main features are leadership practices that prioritize people. The six leadership practices that comprise this role, extracted from the school leaders perceptions, are listed here in order of frequency: Support and Value DLI Teachers (SVDT), Program Commitment and Promotion (PCP), Hiring and Recruitment (HR), Appreciation and Encouragement (AE), Resources (RS), and Facilitator (FC). According to the participants' personal experiences, the IS leadership role would focus its attention to two major practices: it promotes the program commitment and, most of all, it values and supports the real core of the program, DLI teachers working as a team. Ideally, all leadership practices should consider people first, transcending the leaders' self-interest (Bass & Riggio; 2006). Accordingly, the IS role assumes this premise as its own. The IS leadership role takes time to appreciate individual student achievement, parent involvement, and teacher performance, promoting commitment by valuing DLI teachers as a team and individually. This may sound contradictory, however individual encouragement is necessary to create stronger teamwork, increased commitment, and community outreach. As explicitly expressed by six SDLI school leaders, teachers are the true core of the program. Valuing and supporting these professionals is revealed as the best practice to cultivate quality programs, keep the best professionals (Kirtman and Fullan, 2016), and preserve the necessary commitment to the shared cause. Another common aspect from the SDLI leaders is the frequent mention of a long term and increased commitment from students, teachers, and parents. The longevity and intensity of the commitment creates personal bonds beyond the physical walls of the class. This particular commitment serves to create a tight-knit community coming from elementary levels, where secondary leaders need to fit in at a personal level. Regarding commitment and leadership, Marzano et al., (2005) described that "One way of thinking of the leadership team, then, is that it is a group of individuals highly

committed to the general well-being of the school. Members share a ‘culture of commitment’ regarding the school.” (p. 104), This applies to any level of shared leadership in SDLI programs.

The IS role also involves two more practices. Firstly, devoting time to the program’s promotion. This process involves not only advocating in every occasion for these enrichment programs as bicultural vehicles that increase social awareness in their participants (De Jong & Howard, 2009), but also as a story of academic success. Secondly, actively seeking to recruit SDLI teachers. SDLI teachers’ minimum requisites entail having knowledge of the content area as well as a native or native-like ability in the target language (Howard et al., 2007).

Notwithstanding, SDLI transformational leaders should go beyond and ensure that the new hirings would be a good fit for the team. Accordingly, the recruitment process goes beyond the acquisition of the best professionals. It involves developing people in the right direction offering individualized support (Leithwood & Jantzi, 2006). In a similar manner, Kirtman and Fullan (2016) assert that “This involves more than hiring the best people.... The leader must pay attention to the development of the team and acknowledge that when a new person joins, the dynamic changes, and therefore the development of the team must continue.” (p. 3). Another procedure profiled as Individual Supporter is facilitating resources (time, materials, professional development opportunities, etc.) to secondary DLI teachers. The individualized attention to SDLI teachers may compensate for the increased workload that being a docent in a SDLI program entails. Secondary DLI school leaders should build up these enrichment language programs by creating spaces for individual encouragement, the program’s promotion, showing appreciation, promoting and valuing DLI teachers’ teamwork, as well as promoting teacher, student, and parent commitment. As mentioned by four of the leaders interviewed, the returns of these practices are doubled. Constantly supporting and encouraging secondary DLI teachers is based in

their students' needs and academic success. Lastly, the IS leadership role would earnestly promote, appreciate, and encourage the program's commitment from all stakeholders to ensure its success as well as to reward students' long-term commitment.

Coherence Builder (CB). The CB is the most comprehensive leadership role. It encompasses eleven practices to build coherence and improve clarity. These practices are, in order of frequency: Modelling (MD), Articulation (AR), School Program Vision (SPV), Goals and Priorities (GP), Transitions (TR), Community Relationships (CR), Coherent Curriculum and Instruction (CCI), Bridging School and District (BSD), Accountability (AC), Leader as a Parent (LP), Student Long Term Enrollment (SLTE). When Fullan and Quinn (2015) created the coherence framework for educational leaders, the clarity factor was a crucial part of their model. It seems self-evident that coherent leadership practices improve clarity. Furthermore, coherence is at the core of secondary DLI leadership practices to create a shared program vision. Enhancing coherence improves clarity for secondary DLI school leaders that, subsequently, transfers to all stakeholders.

Secondary DLI leaders participating in this study signaled modelling desired practices and values as the quintessential leadership practice in SDLI programs. It came with no surprise that this code was the most frequently cited, since modelling can apply to almost all other leadership practices mentioned in the study: modelling collaboration, high expectations, articulation, transitions, community relationships, etc. Although of a miscellaneous nature, modelling mainly referred in this study to any leadership practice that, from an equitable standpoint, promoted the type of instruction that best benefited the students' performance. A transformational SDLI school leader may timely facilitate secondary DLI training opportunities

in regional or national TWI conferences to build teacher's capacities in sharing and learning innovative practices. Nevertheless, Howard et al., (2007) warned that:

The leader does not simply send teachers off to various unrelated in-service training courses, but focuses training on the topics most necessary for the success of the teachers and students in the program. The leader also ensures that the training is strongly aligned with the goals and strategies of the program. (p. 26)

Together with modelling, the second most frequent practice analyzed in this study was vertical and horizontal articulation. The study participants mirrored the issues found in the literature. Three aspects added difficulty to the articulation of SDLI programs. First, the need to improve vertical articulation with the elementary feeders, which is always a challenge (Bearse & De Jong, 2008). Second, the fact that secondary instructional practices and subject matters are more compartmentalized (De Jong & Bearse, 2012), which requires an enhanced effort to create articulation. Third, frequently the SDLI programs appears as a strand, which also may limit the scope of articulation. In this sense, Howard et al., (2007) recommended the following:

Program articulation should be both vertical across grade levels and horizontal within grade levels and should include proper scope, sequence, and alignment ... If the dual language program is a strand within the school the program planning should be school-wide and not only include the dual language program teachers. (p. 27)

SDLI school leaders should design, promote, and implement vertical articulation between elementary, middle, and high school by defining common goals by the end of the K-12 process. In addition, designing, promoting, and implementing horizontal articulation among secondary DLI teachers within the school and district levels, bridging gaps that may occur and facilitating the conversations to enhance articulation.

The two aforementioned articulation and modelling practices are closely related, and necessitate a clear school program vision to be coherent, the third practice that undoubtedly defines the CB role. Ingrained in the basis of the SDLI program success, building coherence requires a previous program shared vision based in goals and priorities. All study participants referred to the idea of creating a vision. As stated in Chapter Two, the key concept of the transformational leadership framework is that of the shared vision (Lambert, 2002; Marzano et al., 2005; Roueche, Baker, & Rose, 2014). In doing so, leaders not only promote unity based on creating a shared vision, but also solidify the SDLI program's success, which chiefly depends on the ability of the school leader to engage all stakeholders in the process. However, oftentimes there exist different visions within the program, stretched between high achieving and struggling students, or wealthy and less affluent families, as Howard et al., (2007) expressed:

In many two-way immersion schools, research shows that a social class gap exists, with the native English speakers coming from middle class and educated families, and the English language learners coming from working class and undereducated (by U.S. standards) families. (p. 24)

Thus, SDLI leaders must build its vision in a joint process with all stakeholders. A shared process makes more sense in today's educational settings, especially from a perspective of a language program, that represents a multicultural society where its principles and values are exposed to constant revision. Historically diverse, California has become an increasingly multicultural and multilingual society, but that fact might have not consolidated an equitable approach to language education (Citrin, Levy, & Wong, 2017). Indeed, one of the key findings in this study is that the shared program's vision might be based in SDLI school leaders' perceptions

that guided their daily actions, mainly about the three sub-variables analyzed: equity, coherence, and instructional practices.

Inherently, a shared program's vision is developed with well-defined goals and priorities, which in turn would help in the transition practices and the community outreach. The participants in the study often referred to the need for long-term goals and priorities for SDLI programs, the very cobblestones of the yellow brick road leading to success. The goals and priorities in SDLI programs must be coherent with the program tenets, the students' needs, the teachers' requests, and parent demands for an improved secondary experience. Another leadership practice mentioned by all SDLI leaders, which is intrinsically connected with the goals and priorities, is to enhance immersion transitions. In establishing, implementing, and periodically reviewing an intentional transition model from elementary to secondary DLI programs, school leaders enhance coherence and clarity. The model should encompass academic, social, and behavioral expectations for all students while considering the school, family, and community spheres (Epstein et al., 2009). Precisely, community engagement and outreach are also aspects that have been commonly referenced by the school leaders participating in the study. SDLI school leaders ought to steadily advocate for community outreach, creating consistent and durable relationships within the community, which enables all stakeholders to become useful participants of an enrichment culture in the secondary DLI programs. Another leadership practice for the CB role coded in the study is the need for coherent curriculum and instruction practices. Marzano et al., (2005) devoted two of their 21 leadership practices to be involved in curriculum and instruction. Rocque et al., (2106) also considered these practices quintessential in DLI programs. This practice unfolded as leaders' influence on curriculum and instruction practices affecting the learning process. These aspects range from clarity of learning goals, target

language content subjects' choice, language specific instruction practices, and target language curriculum development, to consistency in building team capacity. Another building brick of coherence, the delimitation of internal and external accountability (Fullan & Quinn, 2015) protocols would ensure the accomplishment of the program's goals for biliteracy and biculturalism. According to the SDLI school leaders interviewed, another aspect that must define this type of program was ensuring these protocols are placed to secure internal and external accountability, both for the overall DLI student outcome, and specifically for their target language proficiency at least once by the end of each educational level. The three last aspects listed as leadership practices in the CB role are bridging school and district, leaders as a DLI parent, and student long-term enrollment. Regarding bridging school and district, SDLI leaders participating in the study concurred in this role to keep coherence between the school program vision and the district and state mandates. Secondary DLI Leaders expressed that they must have leeway to filter, protect, and implement the most needed strategies at any moment, and not necessarily the district priorities. Also, it is worth mentioning that, though it was not solicited in the demographic questions, it was apparent from the interviews that at least four leaders had their children in DLI programs. The leaders expressed how they gained perspective with experience and were provided with a strong connection to the parents in the program. In addition, it increased their engagement and investment. Finally, the last leadership practice was coded as student long-term enrollment. SDLI leaders mentioned this practice when explaining both challenges such as student program's fatigue or attrition, or on the contrary the benefits of a long commitment, such as an increased social awareness.

All in all, a coherent SDLI leader should actively engage all stakeholders in building a K-12 shared program's vision from an equity standpoint, ensuring secondary settings to stay

faithful to the program tenets. Furthermore, SDLI leaders should define secondary DLI goals and priorities coherent with the district and state policies, as well as based on student needs, teacher requests, and family demands. In addition, they should create desirable professional practices and values in secondary DLI programs by modelling linguistic equity, academic, and behavioral high expectations; by bridging school sites needs and district requirements to maintain student and teacher commitment from moral leadership standpoint. Secondary DLI leaders may strive for implementing coherent practices to improve clarity, such as vertical and horizontal articulation, middle and high school transitions, and internal and external accountability.

Conclusions

After analyzing the school leaders' perceptions on Secondary Dual Language Immersion leadership practices, the present study revealed the following final conclusions:

1. SDLI leaders developed trust and unity among all stakeholders engaging them in a shared program vision process. Leaders in SDLI programs referred to these two factors as key for equitable instruction. Trust was seen as the fundamental underlying factor that engendered change and instructional betterment. The process of sharing thoughts, values, and principles implied in the creation and revision of the program's shared vision enhanced the unity of actions, and dissipated uncertainties in the process.
2. SDLI leaders utilized five transformational leadership roles, including Equity and Ethical Unifier, Intellectual Developer, Instructional Change Agent, Individualized Supporter, and the Coherence Builder. These roles summarized their perceived best practices on equity, coherence, and instructional practices. Likewise, these five leadership roles harmonized with the transformational leadership framework applied to educational settings. Leaders interviewed placed equity at the core of DLI programs' birth, and they

stated that it should continue to inspire their leadership actions until the conclusion of the program. Accordingly, their instructional leadership reflected this equitable moral compass. Leaders strived to keep coherence along the way, through which effort the five transformational roles may help in better defining their functions in secondary settings.

3. SDLI programs required increased layers of management and accountability because of its high expectations, linguistic and cultural challenges, and specificities. There may not be sufficient ground yet to support the existence of specific SDLI leadership skills, however. Leading these secondary language programs is a demanding task. Most of the secondary programs are a strand, thus, its leadership practices are more difficult to separate from general practices.
4. Linguistically and academically equitable SDLI programs are achieved through personalized support, scheduling, communication, provision of resources, and opportunities for SDLI students, teachers, and parents. From an enrichment approach to learning languages, school leaders in SDLI programs solidly founded their success in quality-oriented practices. Through championing equitable practices, they provided personalized answers for all stakeholders needs from a leading moral standpoint.
5. Transformational leaders of SDLI programs enhanced coherence through modelling, improving articulation and transitions to create shared goals and priorities aligned with the program's vision. The modelling of improved articulation and transition practices unfolded as key to preserve coherence. In turn, coherent procedures and protocols implementing clear goals and priorities in the program heightened trust levels.
6. Student performance in SDLI program is enhanced by continuous progress monitoring in both languages, and providing resources to support diverse learners. The ultimate goal of

student biliterate proficiency is secured through an internal accountability system where monitoring progress became an intrinsic part of enhancing the language program. The external accountability to monitor both languages is provided by standardized tests, especially in the target language. Diverse learners are supported by offering tailored instructional options and resources in the pursuit of the same biliteracy for all.

7. Transformational secondary DLI leaders systematized high quality programs by securing student, teacher, and parent long term commitment, supporting, promoting and valuing their engagement and performance. SDLI school leaders referred to commitment as a powerhouse with the ability to transform instructional practices, and community well-being. In praising and valuing both as individuals and as a group, the school leaders fulfill their roles as cornerstones of educational change.

Recommendations for Secondary DLI leaders

In agreement with this study's conclusions, the following recommendations are summarized for Secondary Dual Language Immersion leadership practices:

1. Focus on creating trust and unity in order to develop a SDLI shared vision with all stakeholders. Use the shared process to establish trust by communicating expectations clearly, clarifying common understandings, adhering to commitments, and managing conflict. To create unity, ensure at each step that a majority is on board. As for teachers, revisit their professional commitment to serve all students.
2. Utilize the five Transformational leadership roles in SDLI programs to unify academic, linguistic, and cultural aspects in order to improve program's equity, coherence, and instructional practices.

3. Develop coherent K-12 DLI programs, cognizant of its challenges and specificities, that includes high expectations, accountability methods, and procedures for embedding (bi)cultural understanding.
4. Clearly define the 8th or 12th grade SDLI academic and linguistic outcomes, establishing measurement procedures and teacher support in a shared process, engaging students, families, and the community.
5. Articulate SDLI programs around exemplary professional practices and values, vertical and horizontal articulation, and K-12 transition practices coherent with the program's goals and priorities.
6. Acknowledge in the program's vision the increasing secondary diversity and support diverse learners in both languages by continually monitoring student progress, providing specific resources, accommodations, and assessments to secure student success.
7. Materialize a transversal leadership process to nurture engagement, support and value teachers, and safeguarding K-12 student and parent involvement, and commitment in the learning process.

Implications for Policy and Practices

The intent of this study was to better understand the leadership practices of Secondary Dual Language Immersion programs. The study's findings can provide us with new approaches and a renewed vision on how school leaders implement their skills in these high demanding environments. The following implications are drawn from the study findings regarding educational policies and practices:

1. Educational leadership training and credentialing systems should include extensive preparation not only in English Learners Development, but also in enrichment programs

such as Dual Language Immersion. These programs have demonstrated their potential and effectiveness to be implemented as model programs in the mainstream classrooms from a K-12 perspective.

2. School districts implementing secondary DLI should review the application of their programs in the following aspects: accountability and funding, leadership training, articulation, and linguistic equity:
 - a. Utilize the Local Control and Accountability Plans (LCAP) to ensure that the secondary DLI programs are sufficiently funded, specifically regarding teacher training, resources, and curriculum development in the target language opportunities are secured, and external and internal assessments in both languages are implemented.
 - b. Secondary leadership into DLI programs requires specific training and coordination. Districts should devote enough professional development to enhance leadership practices and collaboration. Leaders in SDLI should foster innovation and experimental practices at the site level.
 - c. Enhance and encourage vertical and horizontal articulation. First, to enhancing transitions practices and securing smooth transitions from elementary to middle and high school. Second, to offer a similar experience at the same grade level among secondary sites implementing immersion programs.
 - d. Guarantee a balanced approach to dual language instruction in secondary programs by designing courses and providing materials and curriculum to ensure linguistic equity.

3. School districts not implementing secondary DLI programs should conduct audits of their EL student performance by disaggregated groups and compare them to the available research results on similar populations in Dual Immersion. Whenever possible, and involving all stakeholders, extend their dual immersion programs beyond the elementary level to amplify the benefits of these effective instructional programs.
4. The California Department of Education, through the office of the Superintendent of Instruction as the maximum authority, should promote the accountability, implementation quality, partnership, and professional development of secondary dual immersion programs:
 - a. Lead the accountability efforts for these effective programs. To date, there is no clear answer as to how many schools are implementing Dual Immersion programs in California. Different databases identify between 201 and 418 schools offering DLI out of 10,393 public schools. Also, there is no authorization required, minimum conditions or external accountability on how these enrichment programs are implemented, nor segregated public data on student achievement.
 - b. Set the state's quality guidelines for secondary SDLI programs. The lack thereof may result in defective applications of these promising instructional programs, and become detrimental for the overall betterment of instructional practices.
 - c. Tighten the definition of the California Seal of Biliteracy, and equate its transferability with public college and university credits.
 - d. Partner with in-state and out-of-state leading organizations (i.e. CAFE, NABE, La Cosecha, California Together, etc.), to promote, develop, and implement

leadership programs specialized in SDLI. Additionally, support and implement specific plans for teacher training specialized in dual immersion.

- e. Analyze the impact of Proposition 58 in California that was passed in 2016, effectively repealing Proposition 227, and put into effect in July 2017. As the maximum authority in education in the state, its officers should monitor its correct application and evaluate its implementation.
- f. Fully implement the Global California 2030 Initiative by utilizing the DLI programs as a model to achieve its goals of high quality bilingualism in K-12 settings.

Recommendations for Future Research.

In light of this study's findings, this researcher believes that the following aspects deserve attention for future research in the field of secondary dual immersion.

Widen and strengthen the study's population sample. Despite the fact that the literature asserted that a minimum of six interviews would suffice in a phenomenological study, and the sample population profiles was close to the general profile, this researcher would recommend replicating this study nationwide. First, widening the population sample of secondary leaders interviewed. Likewise, strengthening the SDLI leadership profile by interviewing only secondary whole school program leaders. This way, all leadership practices analyzed can be purely assigned to the immersion leadership without interference of general leadership. This would allow researchers, policymakers, and administrators to better refine secondary leadership profiles and generalize the findings of this study, so changes in policies can

be implemented. As well, it would help in confirming the initial findings about the transformational leadership practices applied to secondary settings.

Test the five transformational roles. It may be timely convenient to design, implement, and analyze specific studies testing the five transformational roles and its practices streamlined in this study for SDLI programs. This process would allow the confirmation of the applicability and transferability of the transformational framework to any given secondary dual immersion context. Additionally, the potential correlation between the themes and practices could be examined through a quantitative approach.

Shared leadership. One of the salient aspects that stand out after the final analysis was the concept of shared leadership. This study specifically depicted the leadership practice that develops the “Teacher as a Leader” in the SDLI programs. However, the subjacent concept seems to be broader, and new lines of study could be opened regarding the school leaders’ responsibility in developing leaders at every level: teachers, students, and parents. In an environment where every stakeholder is heavily involved in the learning process, it would enrich the educational experience as well as it will help in creating a united and shared program’s vision.

Transitions from middle to high school in SDLI. Transitions are deemed to be essential in keeping coherence between elementary and secondary programs. However, despite the acknowledged importance, the transition practices are usually neglected or left behind in the list of priorities. To date, no study or specific research has been found for transition practices in secondary programs except from the author of this study (Solsona-Puig, 2017). Laterally, vertical and horizontal articulation could be improved by deepening in the study of secondary transitions.

Enhanced SDLI leadership should focus on comprehensive and smooth transitions to keep equity and quality instructional practices for all.

Proposition 58 effects. This study was already designed when proposition 58 in California was starting to be implemented. This proposition repealed the belligerent aspects against bilingual education contained in Proposition 227, and authorized school districts to implement dual immersion programs for non-natives and natives, and ensured the rights of English Learners. It was still too soon to notice its effects in the bilingual education landscape. A policy perceived as a game changer by many scholars and practitioners, it may be required to analyze its effects on instruction and student performance.

Linguistic equity in secondary programs. School leaders have expressed their struggles in balancing the linguistic equity in secondary levels. The decreasing amount of instruction in the target language added to the reported dominance of English in social and academic register hinders the possibility of achieving biliteracy at the end of the program. More research is needed in order to understand this phenomenon and compensate for its effects.

Secondary DLI specific instructional strategies. School leaders interviewed expressed the lack of specific dual immersion instructional strategies beyond the instruction of subject matters in the target language. Some strategies are intertwined with those used in world language classes or those from an English Learners approach. From the action research field or practitioners willing to explore innovative practices, there is the need to explore the specific dual immersion instructional strategies, if any.

Levels of biliteracy by subgroups. From the field of practitioners and scholars in general, new areas of research open when analyzing the levels of biliteracy of target language natives and English natives at the end of K-12 bilingual programs by disaggregated groups. If the

axiom of full biliteracy is true for all students in secondary dual immersion programs, new research is needed to prove or refute it.

Final Considerations

Dual Language Immersion (DLI) programs are important in a global community. In our postmodern society where multiculturalism is the norm, such as the one embodied by Southern California communities, these exceptional high-quality language programs have blossomed in recent years (Lindholm-Leary & Block, 2010). Widely known as Dual Immersion Programs (DLI) or Two-Way Immersion (TWI), they continue the glittering path of elementary models rooted in decades of proven success. Secondary Dual Language Immersion (SDLI) programs, which advocate for the achievement of full biliteracy by the end of the compulsory public education, whether they are designed to be K-8 or K-12, combine the many benefits of enrichment approaches to learning languages with the need to instruct emergent bilinguals. These instructional programs confide in a bilingual additive perspective. Thus, the increasing numbers of speakers of a second language in the American educational system, far from being considered a nuisance, they rightfully become an emerging asset upon which constructing more culturally proficient and equitable schools. In spite of their singular scarcity and potential challenges, secondary DLI programs possess the full potential to start an educational revolution, ultimately becoming transformational models for the mainstream schools. Secondary school leaders become the quintessential link, a sort of transformational guardian, which preserve the education tenets while trying to enhance clarity and trust at all levels toward the end of the yellow brick road. The rich promise of the dual immersion instruction heavily depends on the ability and willingness of secondary school leaders to channeling the synergies of all stakeholders to create a shared program vision.

In combining the salient features of Secondary Dual Language Immersion leadership practices, Figure 8 depicts a graphic model for SDLI transformational school leaders to build a shared program's vision based on equity, instructional practices and coherence in the 21st century.

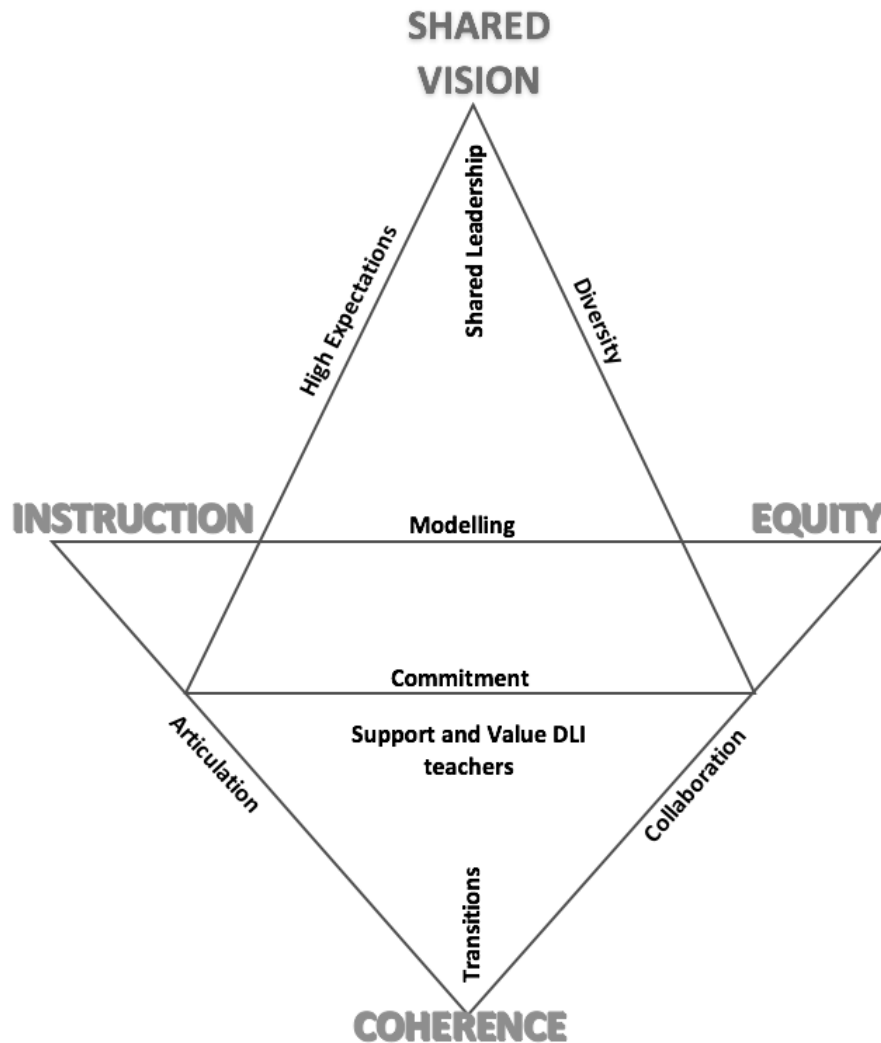


Figure 8. SDLI transformational leadership model for the 21st century.

The California public education system has witnessed the battleground for bilingual education in the last decades. The passing of Proposition 58 (2016) allowed so far only the first stages to be applied. If immersion programs are the authentic answer for increasing multilingual

classrooms, SDLI programs can provide the best answer to fulfill a K-12 mandate of biliteracy and multiculturalism for all. Nevertheless, resistance to academic instruction in other languages than English still exists in the state and nationwide, as part of a highly polarized ongoing debate. If we are to reimagine a brand new public education, Secondary Dual Language Immersion programs must be considered the cobblestones to pave the road for a more linguistically diverse, socially just, and equitable society.

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APPENDIX A

Permission to Conduct Research Letter.

Superintendent or designated person.

Permission to Conduct Research

Research written proposal.

DISSERTATION TITLE:

Transformational Leadership in Dual Language Immersion Programs;

Exploring Secondary School Leaders' Perceptions on Best Practices in Southern California

1. Name of researcher(s) and academic credentials.

- Jordi Solsona-Puig. (jordi.solsona-puig@-----)
Student at the Doctorate in Education, Leadership, Administration and Policies (ELAP).
- Graduate School of Education and Psychology (GSEP). Pepperdine University.
- Chair: Dr. Molly McCabe (Molly.Mccabe@-----)

2. Purpose and scope of the project.

I have chosen to explore the leadership perceptions on best practices of secondary Dual Language Immersion (DLI) school leaders in answering the following overarching research question: How do secondary school leaders describe their perceptions of the best leadership practices to develop Dual Language Immersion programs from a transformational perspective in Southern California? Data will be coded and analyzed by collecting at least 6 interviews from secondary administrators implementing dual immersion schools in Southern California. Research and practice review shows that effective school leadership is quintessential in improving student achievement (Marzano, Waters, & McNulty, 2005). In that sense, the transformational leadership theory (Bass & Riggio, 2006) provides with the foundations of effective leadership by best profiling leadership practices. Transformational leadership traits can be correlated with DLI specific leadership roles (Rocque et al., 2016). DLI programs, mostly implemented at elementary levels, have been proven effective in improving achievement for all students (Valentino, & Reardon, 2015). However, as DLI programs progress to secondary levels, new challenges arise in this type of enrichment instruction. Therefore, DLI leadership practices unfold as the key to ensure program's coherence, instructional quality, and equity at a secondary level in developing a shared vision.

3. Method of study or investigation to be used.

The phenomenological study will use a qualitative method (semi-structured interviews) to gain in-depth knowledge from secondary Dual Immersion School Leaders on best practices regarding equity, coherence, instructional practices to develop a shared vision.

4. Extent of participation expected of students and staff.

I plan to reach X secondary schools leaders at your school district to be interviewed.

5. Use to which project results will be put.

The results of the research project will be projected exclusively for educational purposes enclosed within the university private grounds, following the procedures to ensure school and district's privacy and confidentiality. Any further publication in public sources must be previously consulted and should be approved by the district's officials.

6. Benefits to the school(s) or the District.

Both the school and the district may be benefited from this research. This study may shed new light on the best leadership practices of dual immersion programs into secondary school for all students. As well, the research results may help in enhancing best practices protocols for any student in a dual immersion program.

7. How parents and guardians would be informed about the proposed research and their rights to consent

The study only involves adult credentialed staff.

8. Documentation of Institutional Review Board (IRB) Review and Approval for Human Trials Research

Due to the nature of research and the fact that this research project at a dissertation level, Pepperdine IRB approved its proceedings and instrumentation practices.

For all the above, I respectfully request to conduct this research at your district.

Glendale, CA. January 2018.

Jordi Solsona-Puig

APPENDIX B

Informed Consent Letter.

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology (GSEP)

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Transformational Leadership in Dual Language Immersion Programs; Exploring Secondary School Leaders' Perceptions on Best Practices in Southern California

You are invited to participate in a research study conducted by Jordi Solsona-Puig (jordi.solsona-puig@-----) and Dr. Molly McCabe (Molly.Mccabe@-----) at Pepperdine University, because your school site/district has successfully implemented a DLI program according to the study criteria of achievement, equity and program's length. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of the study is to explore the leadership perceptions of best practices of secondary Dual Language Immersion (DLI) school leaders. The overarching research question would be: how do secondary school leaders describe their perceptions of the best leadership practices to develop Dual Language Immersion programs in Southern California? Data will be coded and analyzed by collecting 10 interviews from secondary administrators implementing dual immersion schools in Southern California. Research and practice review shows that effective school leadership is quintessential in improving student achievement (Marzano, Waters, & McNulty, 2005). In that sense, the transformational leadership theory (Bass & Riggio, 2006) provides with the foundations of effective leadership by best profiling leadership practices. Transformational leadership traits can be correlated with DLI specific leadership roles (Rocque et al., 2016). DLI programs, mostly implemented at elementary levels, have been proven effective in improving achievement for all students (Valentino, & Reardon, 2015). However, as DLI programs progress to secondary levels, new challenges arise in this type of enrichment instruction. Therefore, DLI leadership practices unfold as the key to ensure program's coherence, instructional quality, and equity at a secondary level in developing a shared vision.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in a semi structured interview, containing 15 questions; 3 demographic questions and 11 questions about your leadership experience. The duration of the interview would be between 45-60 minutes, and it will be held at the most convenient location & time for you as a participant. If you agree, I will record notes of our conversation during the interview and the interview will be tape recorded with your permission. Then, a transcription will be sent to you for your final approval before analyzing the data. If do not want to be recorded, you can withdraw from the study at any moment with no penalty.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study are minimal. For example, when proceeding to the interviews, it may affect you as an individual since limited availability and time may constraint your personal schedule that may produce discomfort, and inconvenience. Other risks may involve physical (fatigue),

psychological (boredom, anxiety), social (superior's pressure to be interviewed), and legal aspects (fear of liability). The researcher would do his best to reduce these risks and are reasonable in relation to the anticipated benefits of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There is generally no potential benefit to the participants, however the outcomes of the study could potentially benefit students, teachers, school leaders and districts implementing Dual Immersion Programs at Secondary levels. The outcomes of this study could be utilized to assist DLI leaders who are seeking to develop the program's coherence, equity, instructional practice as well as in developing a shared vision. This study will add to existing literature on bilingual education from a transformational leadership lens applied to language programs at a secondary level. It is important to conduct this study at this time because of the fast growth and popularity of the DLI programs, the passing of proposition 58 (2016) in Southern California favoring bilingual education. This fact may increase the number of immersion programs in the state, so updated research may be needed for school implementation. Improving educational programs that focus of equitable practices may directly benefit society as a whole.

PAYMENT/COMPENSATION FOR PARTICIPATION

Every participant will receive a \$25 gift card as a compensation for participating in this study, at the beginning of the interview. If you choose not the complete all items, you will receive a pro-rated compensation.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects. Any identifiable information obtained in connection with this study will remain confidential. The data will be stored on a password protected computer in the principal investigators office, in a locked file cabinet. The data will be stored for a minimum of three years. The data collected will be de-identified, for then be transcribed and coded using a software application (NoNotes.com). Raw data stripped of all types of identifications will be released to a third party or transcribed using the aforementioned software. As a participant, you have the right to review and edit the audio-recordings' transcripts. The audio-recordings will be shielded/disguised. All paper forms will be destroyed with a shredding machine after three years. The electronic data will be stored on a password protected computer in the researcher's office for three years after the study has been completed and then destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact (insert name and contact information include email address for faculty supervisor or other collaborator) if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500
Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

AUDIO/VIDEO/PHOTOGRAPHS

- ☐ I agree to be audio/video-recorded /photographed (remove the media not being used)
- ☐ I do not want to be audio/video-recorded /photographed (remove the media not being used)

Name of Participant

Signature of Participant Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent

Signature of Person Obtaining Consent Date
Response Necessary for Approval

APPENDIX C

Phone Conference Protocol Request.

The below described steps will be followed to proceed when contacting a school leader to schedule a meeting.

1. Review the criteria their school was selected and the purpose of the study.
2. Ensure that all documents and information is available to them before the meeting
3. Ask to appoint an interview on a convenient time and date.
4. Send a confirmation email prior to the interview setting the time and the phone numbers for the conference to be held.
5. Ensure that the school leaders will sign and return the informed consent before to the interview.

APPENDIX D

Interview Protocol.

I will review the following information prior to the interview.

Your profile as a school leader has been selected for this research because your secondary school site/district has successfully implemented a DLI program according to the study criteria of achievement, equity and duration.

I will be conducting research regarding your perception of practices that contribute to develop equitable DLI programs.

The duration of the interview would be between 45-60 minutes. If you agree, I will record notes of our conversation during the interview and the interview will be tape recorded with your permission. Then, a transcription will be sent to you for your final approval before analyzing the data.

I will attempt to be responsive to your needs and demands.

As a research study, the findings will be published and shared with the educational community.

The assurance of confidentiality states that: no real names will be used in the final document or, and individual identities will be labelled with alias to protect your privacy. No one will have access to the transcriptions, recordings, and field notes except this researcher, the transcriber and the interrater person. These two people will only know your alias.

As stated per email, your participation is voluntary. You may withdraw at any moment with no affectation/penalty on the relations with the researcher or the district.

Original documents and recordings will be stored for three years in a confidential and safe manner, after that period will be destroyed.

Are there any questions before we begin the interview?

Interview questions

Demographic, statistical and a priori selection questions.

a. To be better able to compare the demographics of those participating in this study to the demographics of the school leader population, would you disclose your gender, ethnic group and educational level?

b. How long have/had you held a position as a school leader at the secondary DLI program at which you work/worked? What specific position was it?

c. What are the main features of your Secondary DLI programs?

(90:10/50:50, target languages, secondary grades span; strand/whole school; 50% enrolment policy; enrolment total)

Interview Questions

1. Could you describe the main responsibilities of your DLI school leader position?
2. As a secondary DLI school leader, how do you develop and sustain the program?
3. In developing the school vision, what specific leadership practices would you consider most effective to promote equity in secondary DLI programs?
4. As a school leader, how do you promote equity among students, teachers and families?
5. In your daily actions, in what ways do you promote equity by creating structures that foster participation in school decisions?
6. Which specific leadership practices do you consider most effective in secondary DLI programs in developing a shared vision?
7. As a leader, in what ways have you held high performance expectations? If so, how would this practice/s enhance instruction in secondary DLI programs?
8. What leadership practices have you implemented to provide intellectual stimulation for secondary DLI teachers? How did that affect instructional practices?
9. In striving to create a collaborative school culture, can you describe what leadership actions do you perform to enhance instructional practices in DLI programs?
10. As a school leader, what specific goals and priorities have you put in place to improve coherence in secondary DLI programs?
11. What have been your experiences with regard to modelling desirable professional practices and values? Did that improve coherence into the program?
12. Could you share your experience on how to create community relationships to increase coherence in DLI programs?
13. Finally, from a leader perspective, what are the most important aspects of secondary DLI programs?

APPENDIX E

School Leaders email/letter of Invitation.

Dear Ms./Mr.,

Your profile has been identified as an exemplary Dual Language Immersion leader.

As an integral part of my doctorate studies at Pepperdine University, I am researching Leadership of Dual Language Immersion programs (DLI). My focus is to determine the best leadership practices in secondary DLI in such programs. I believe that we can enhance the performance of our students to ensure their academic success as well as their general comfort, especially the ones at risk.

At this stage of my research, I would like to request an interview with you as a school leader in a successful secondary DLI program. I am attaching the interview questions I would like to learn from your expertise in the field. It may take between 45-60 minutes of your time to answer the questions face to face or by phone.

The district officials have provided permission for this study (see attached). If you are interested, once your informed consent we can schedule a convenient date to conduct the interview. All ethical procedures according to the district's research policy will be implemented. Confidentiality was also guaranteed, and no personally identifiable information data or any other reference will be collected, nor published in any form. If you agree to participate, you have the right to withdraw at any moment, to review your answers and access the final report of the investigation.

You have my gratitude for taking the time to read and consider this request. Whether you accept or not, I am thankful to have the opportunity to improve our excellent program.

Yours faithfully

Jordi Solsona-Puig

jordi.solsona-puig@-----

Glendale, January 2018.

APPENDIX F

Modified Vam Kaam Approach.

The Modified Van Kaam approach for the analysis of phenomenological data was adapted by Moustakas (1994) and can be summarized in the following steps.

1.The researcher proceeded to list all relevant experiences (horizontalization) and preliminary grouping the relative importance of the experience
2. The researcher eliminated any information that was abstract, vague, repeated, or not significant. This represented a process of reduction and elimination from the data collected in the interviews.
3. The researcher coded and identified themes (thematizing) of the invariant constituents, analyzing the participants verbatim text recorded.
4. The researcher clustered and classified the invariant constituents and themes of the verbatim text.
5. Using the relevant, validated invariant constituents, validated constituents and themes were constructed per each co-reaseracher or participant, as an individual textural description of the experience.
6. The researcher created a structural description of each participant's individual description.
7. The researcher created a final textural and structural description of the experience to synthesize the its essence, including the researcher co-participating in the study.

APPENDIX G

IRB Approval.



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: December 21, 2017

Protocol Investigator Name: Jordi Solsona-Puig

Protocol #: 17-12-685

Project Title: Transformational Leadership in Dual Language Immersion Programs; Exploring Secondary School Leaders' Perceptions on Best Practices in Southern California

School: Graduate School of Education and Psychology

Dear Jordi Solsona-Puig:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX H

Codebook Definitions

1. Equity/Ethical Unifier

1.a. Communication

Mentioned as the key to unity and becoming one of the building blocks of a shared vision, DLI leaders referred to communication as the necessary oxygen for a healthy program to progress and succeed. Always a challenge, there is never too much communication with everyone at every time.

1.b. Cultural Unifier

Leader actions to keep a coherent, inclusive and welcoming environment from a cultural perspective. Like the glue of the program, ensure that all ends are attached to the same core of values to guide the actions integrating the cultural aspects of the language program. The gatekeeper in the best interest of all stakeholders.

1.c. Diversity

Secondary leadership practices attaining the programs' embedded diversity (ethnic, linguistic, and socioeconomic), adjusting to the diverse population in the program, differentiation vs. generalization, creation of balanced class rosters, the existence or the lack of screening processes, providing intervention and/or advanced placement when needed, increasing diversity in upper educational levels, wider array of diversity in few students.

1.d. Equitable C&I

Actions of secondary DLI leaders that promote academic equity through C & I, including special attention to at-risk students, minority students or families or with socioeconomic at-risk,

balancing the instructional course offer & access, provide for instructional choices, designing intervention and/or advanced placement when needed, integrate the program as a strand within the site.

1.e. Linguistic Equity

Secondary leadership practices balancing the language component, English Learners in DLI, language support & translation services for parents, language expectations, balanced language goals and benchmarks, promoting the target language to equate the English dominance, promoting equal access to information in spite of native language, balancing native speakers in the target language in the rosters.

1.f. Moral Leadership

From the vantage point of a leadership position, secondary DLI leader must pilot the meanders of quality instruction, diversity and equity in advancing toward the end of the program. Ethic and philosophical aspects need to be pondered to ensure equitable practices within the program. Instances when the secondary DLI leader referred to his DLI leadership actions that shaped his leadership role or philosophy in actions outside the program. References to the key role of the secondary DLI principal in shaping the program and ensuring its success. Also, functions that only the principal can execute as unique facilitator, mentor, and promoter for the DLI program. (Rocque et al., 2016; Hong, 2017)

1.g. Parent Involvement-Commitment.

Referred to as a dual situation. First, as a higher than average involvement of DLI secondary parents due as the result of: inherited commitment from Elementary, early adopters, long term commitment, quality instruction seekers, more demanding than average parents, more

devoted in their kids' education than average, close-knit community, etc. Secondly, referred to as difficulties to engage certain group of parents

1.h. Socioeconomics

Balancing supporting underserved kids from deprived socioeconomic backgrounds or subgroups, attend to socioemotional needs, promoting biliteracy for all, fighting Latino parents' lack of support or participation, radiating social and cultural awareness from within program, bringing the community together regardless of the socioeconomic background, students' equal opportunity to join clubs, events, sports, etc. In some instances, actions to prevent the program's elitism.

1.i. Structuring Participation

DLI leaders designing and implementing structures to involve all stakeholders in the decision process. Encourage teacher, parent and student input. Instruments, events, actions toward increasing and improving participation in the program.

2. Instructional Change Agent/Manager

2.a. Change Management

References made on management of change as a leader, welcoming innovation or experimental practices, openness to different outcomes and perspectives. Also, the ability to be flexible, creative, or challenge the status quo, assumptions or established processes.

2.b. High Expectations.

Setting high expectations for teachers, students and parents. Leadership practices to design and implement academic rigor, social/behavioral golden standards, and linguistic

excellence. In DLI programs, aiming not only for academic excellence and better achievement but also to fulfill the goal of fully biliterate and bicultural students.

2.c. Program Success & Student Achievement

Aspects that Secondary DLI leaders attributed to the program's success such as increased achievement, increased participants' commitment. Also, mentions to avoid tendencies to serve only part of the students or serve as a call for higher socioeconomic families and forget the main originally targeted student population (English Learners and their families). References to the specific learning outcomes from the DLI students, superior academic outcomes than other groups, better second language acquisition, higher social and cultural awareness and proficiency.

2.d. Scheduling & Time Management

Practices of secondary DLI leaders regarding the management of time and change, especially the scheduling process to adjust the students' needs to the program features. This aspect has been increasingly challenging as the programs progress to upper levels of secondary education. Practices referred to adjustment to master schedules, course offers, pathways creation are higher when the program is a strand than when is a whole school.

2.e. Specificities & Challenges

DLI leaders' practices, events or situations specific or challenging to secondary level. Designing specific courses according to bilingual pathways. Also, efforts to keeping the program comprehensiveness and the content rigor. Help staff to cope with increased teaching demands and challenges to keep equity among teachers and students. (Need to consider that if the program is a strand, often times the DLI programs have low class numbers at the beginning). The scarcity of secondary models, especially at higher levels, limits the sharing of best practices but

encourages innovation. Providing resources for teachers' challenges such as; existence of limited materials in the target language; students' lack of use of the target language outside the academic time.

2.f. Testing-in External Students

Secondary DLI leaders refer to the desirability/advisability of testing new students into the program on the premises of sufficient target language proficiency, having specific academic abilities and willingness to join the program. Historically, this practice has been controversial, and becomes more demanding at a secondary level.

3. Intellectual Developer

3.a. Collaboration

Leadership actions to encourage and support collaboration among staff or among administrators. Especially critical at a secondary level, since the teams may be reduced or becoming simply a strand in a bigger school. Mentions to teamwork, References to Professional Learning Communities (PLC), and specific immersion collaboration between language and content teachers.

3.b. Developing Creativity.

Primarily oriented to develop teachers through intellectual stimulation, it defines actions where the leader helps in considering new and creative ideas, thought provoking sources, lifelong learning, and current research studies or literature in the field of dual immersion. Promoting a constant revision of goals and strategies, selecting and offering professional development opportunities

3.c. Developing Knowledge

The role of immersion guru is defined as a “visionary thinker”, a scholar versed in immersion who shapes the program from the cultural and linguistic aspects implementing the proper curriculum and instruction strategies. This code described supports for the teachers in this process, preserving the program’s culture, and working to keep the language component true to its standards. As well, it implies the knowledges of the curriculum and standards, as well as its assessment, to guide the instruction according to the program’s vision.

3.d. Teacher as a Leader

Due to its scarcity and specialization, the secondary DLI teacher is presented as a leader in implementing instruction strategies and innovation, due to personal interest or out of sheer necessity, secondary DLI teachers are referred by secondary leaders and the unsung heroes of the DLI success and continuity.

4. Individualized Supporter

4.a. Appreciation & Encouraging.

Leadership practices to celebrate, praise, recognize the program, its achievement and participants from the advantages of encouraging the extra effort required, becoming bilingual, the extra commitment from parents. Also, it refers to ways to recognize the students along the way, special celebrations and events to achieve this goal. Constantly encourage participation from all stakeholders, becoming the first supporter from within as well demanding the same level of commitment from others.

4.b. Facilitator

DLI leaders facilitating individualized support to teachers in a variety of aspects. Coaching people. Allocating time and resources to make it happen. Less frequent, DLI leaders supporting student's individual needs.

4.c. Program Commitment & Promotion

The DLI leader acting as a passionate believer, actions directed to promote the program values and goals, as well as the public relations piece. Also, actions leading to promote program's support from the leadership positions to students, teachers and parents. As well, ensuring and reinforcing a continued commitment from all stakeholders has been seen as quintessential for the program success.

4.d. Resources

Leadership practices involving the monitoring of resources for the DLI program. Searching for or providing for funds, professional development, instructional resources, time and space, textbooks, etc.

4.e. Staff Hiring-Recruitment

One of the most sensitive practices of a Secondary DLI leader as to ensure the hiring of suitable professionals for a multidimensional job. Ensuring the recruitment and hiring of certified bilingual/biliterate teachers. Difficulties have been mentioned in the recruitment processes to find teachers that are native or near native in the target language, but also professionals capable of delivering adequate level content in a second language. The DLI teacher is a highly-specialized position, and must reconvene in one single profile a language proficiency and literacy in a second language with the adequate credentials, as well as buying into the immersion program tenets.

4.f. Support & Value DLI teachers

Comments and actions to value DLI teachers. Secondary DLI leaders recognize the difficulty of the teacher's job in creating a welcoming but demanding environment, as well as counteracting the program fatigue and the high maintenance profile of this particular job. More than any other teaching position, DLI teachers are seen as the true core of the program's success.

5. Coherence Builder

5.a. Accountability

Secondary DLI leaders referring to practices related to existence or the lack of program's internal or external coherence through accountability; language benchmarks, data disaggregation and other instruments and demographics, indicators of performance, behavior or academic explicit expectations, teaching expectations, district or state guidelines or parent demands.

(Fullan & Quinn, 2015)

5.b. Articulation

Articulation both within the program's site and districtwide, covering aspects such as Elementary & Secondary collaboration across different schools, decreasing instructional time in the target language as program progress to upper levels, coordination roles assigned, Curriculum design, etc.

5.c. Bridging School & District

Secondary leaders articulate the relationship between the school site typology and the district directions, bridging the possible gaps. Often times this relationship is referred as "protective" or "shieldlike".

5.d. Coherent C&I

Leaders' influence on how curriculum & instruction goals affects the coherence of the learning process in secondary DLI programs such as clarity of learning goals, leader support to instruction, content subjects' election, how language is taught, increasing academic demands, curriculum development, teacher instructional practices (pedagogies, methods...), keeping consistency through building capacity.

5.e. Community Relationships

This code happened when leaders actively sought opportunities to bring the community together, to create shared leadership. Reaching out to parents, support staff, board of education, and local businesses to become involved in the program goals. Facilitated events for all stakeholders, creating a close-knit community. Cultivating partnerships with outer institutions like the national embassies, etc. Wide array intervention or public programs, use of facilities, etc.

5.f. Goals & Priorities

School leaders providing assistance in defining and implementing short-term goals, defining areas in need or special focus. Implementing the best strategy and securing accountability of goals. Searching and applying the best materials, assessments and resources for the immersion program. Considering the specifics for a DLI program regarding motivations, instructional practices.

5.g. Leader as a DLI Parent

Occasions when the secondary DLI leader referred to him/herself as a parent in the program and reflected on that. Many times, this fact has been presented as the ultimate commitment to the program or used as a proof of engagement.

5.h. Modeling

DLI leaders purposely model professional practices and values by revisiting assumptions of staff, informing from data in order to build capacities in different and relevant aspects. Also, developing models through continuous monitoring of best practices, specifically supporting professional development in the target language and second language acquisition instructional strategies. Revolve around the core values and guiding principles of the immersion program through the search of best practices, embedding constant revision of instruction and outcomes. Mentions to shared leadership, instructional leadership and modeling best practices.

5.i. School Vision

Depicting practices that constantly build the school vision, seen as a continued process rather than an intermittent one. Defining the program's strategy. Oftentimes, secondary leaders mention the immersion program vision and how it positively reflects the school vision. Efforts in bringing together the district's vision and the site's vision. Shared leadership to build a common vision involving processes of participation for all stakeholders. Referred to at times as more philosophical, (the reason why we do things), and less practical (how we do it), like the long-term ideals that guide the vision's fabric for goals and priorities. One key aspect of a DLI shared vision is to keep fidelity to program tenets, core values as to serve the underserved as well as keeping quality instruction, adhering to the DLI principles of balance biliteracy and equity. In addition, references to achievement of biliteracy and bilingualism for all. Sometimes, an implicit call to overcome triple segregation (Gándara, 2010) for ethnic, income, language reasons and avoid favoring triple privilege (Valdez, Freire, & Delavan, 2016).

5.j. Student Long Term Enrollment

Aspects affecting students' progress due to the required long term commitment to the program, especially at a secondary level. Sometimes referred and special connection to the program and peers, as program fatigue, or simply specific needs to the continued enrollment, such as conveying program goals with students needs in a long-term language program.

5.k. Transitions

Leadership practices involving preparation of students transitioning to Middle or High School in aspects such as transition activities, counseling and orientation, coordination meetings, pathways offered, community relationships, student welfare, visits, etc. Secondary leaders refer to aspects of the disconnect between the two educational levels in different ways: a different physical building, a lack of articulation between the two levels, glitches or gaps in the planning continuum, different grade level general goals, the lack of or poor transition practices, different goals or context, etc.