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Analyzing Teachers' Perceptions of a Principal's Instructional Leadership Practices on a Dual Language Campus Using the Blase and Blase Reflective Growth Model

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ANALYZING TEACHERS' PERCEPTIONS OF A PRINCIPAL'S INSTRUCTIONAL
LEADERSHIP PRACTICES ON A DUAL LANGUAGE CAMPUS USING
THE BLASE AND BLASE REFLECTIVE GROWTH MODEL

A Dissertation

by

SELENE CANALES-GARCIA

Submitted in Partial Fulfillment of the
Requirements for the Degree of
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The University of Texas Rio Grande Valley

July 2024

ANALYZING TEACHERS' PERCEPTIONS OF A PRINCIPAL'S INSTRUCTIONAL
LEADERSHIP PRACTICES ON A DUAL LANGUAGE CAMPUS USING
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July 2024

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ABSTRACT

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As the research base in support of dual language instruction become stronger and more widely recognized, dual language instruction program popularity has risen and the number of programs implemented across the United States has grown (Christian, 2018). Demand for qualified teachers and school administrators is high, but teacher supply has not risen commensurately (Kennedy, 2018b). Therefore, the problem lies in principals having to prepare and provide the necessary supports and professional development for bilingual teachers. The purpose of this research is to explore teachers' perceptions of the principal's instructional leadership practices using the theoretical framework of the Blase Reflective Growth Model. With the growing numbers of speakers of languages other than English in the United States, it is the duty of the public education system to provide effective and quality language programs and instruction for all students (Alanis & Rodriguez, 2008).

DEDICATION

Completing my doctoral program would certainly not have been possible without my dear family's support, encouragement, and love. I want to thank my mother, who, together with me, entered this journey not knowing what to expect or how long it would take me, but her faith in me has inspired me to get to the end. I want to thank my husband and my children, who have supported me through many sleepless nights. They have felt the sacrifice firsthand, and I hope my children understand one day how important education has been for me as an immigrant to this beautiful and amazing country. I also would like to thank my brothers for always believing in me and infusing me with confidence whenever I felt short.

I want to dedicate this doctoral degree to my beloved father, Jose Canales Flores, who is no longer with me, but in my heart, I know that he is rejoicing in Heaven, knowing that I have finally completed the goal that we both always dreamed of. He is the epitome of a loving father, and I would not be who I am today if it wasn't for his dedication to raising my brothers and me in a foreign country. He taught us the value of education, the passion for learning, and how to persevere in adversity. These qualities have shaped my life and helped me achieve this degree. I am immensely grateful and proud to be his daughter. This is for you, Dad....until we meet again.

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I am profoundly grateful to Dr. Jose Ruiz-Escalante, a professor who holds a special place in my heart. His mentorship has been a guiding light throughout my career and life. He has witnessed my struggles as an immigrant student and has been a pillar of support as I navigated the challenges of being a bilingual student, educator, and leader.

Lastly, I extend my gratitude to Dr. Michelle Abrego for her invaluable advice and feedback throughout this arduous journey. Her support and feedback have not only enriched our community but have also enhanced my experience as an educator and leader. I am also deeply grateful to the rest of my research committee at UTRGV, the Testing and Evaluations Director, the Principal, and the Dual-language teachers at Border Town Elementary for their significant contributions and insightful feedback that made this research possible.

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CHAPTER I

INTRODUCTION

Historical Overview

The role of instructional leadership by principals is pivotal in shaping educational institutions' teaching and learning environments. The National Association of Secondary School Principals and the National Association of Elementary School Principals (NASSP & NAESP, 2013) joined forces. It declared, "Great schools do not exist apart from great school leaders." Even though principal leadership has been viewed as one of the primary indicators of student success, and despite the hundreds of studies in regard to leadership, there still needs to be one definition that has been universally accepted (Goolamally & Ahmad, 2014). However, principal leadership is paramount when describing effective schools and improved student academic success (Hauserman & Stick, 2013). The Wallace Foundation (2021) and Goolamally and Ahmed (2014) illustrated the importance of campus leadership in establishing a foundation for sustainable student achievement. However, Leithwood et al. (2004) established some areas of the basics of any school leader. They delineated that these basics of effective and sustainable leadership must be encompassed within the realms of setting directions, developing people, and redesigning the organization.

In the context of a dual-language campus, where linguistic and cultural diversity are significant factors, understanding how teachers perceive their principal's instructional leadership practices becomes crucial. This dissertation aims to explore teachers' perceptions of the principals' instructional leadership practices use the theoretical framework of the Blase and Blase

Reflective Growth Model, specifically focusing on the professional growth and development part of this model (Blase & Blase, 2000). This study will shed light on how reflective practices influence teachers' views and experiences in the unique setting of a dual-language campus.

Thomas and Collier's extensive research on English language programs and school effectiveness has discovered that the key to success in education is meaningful, grade-level, and accelerated instruction in two languages: English and another language of the school community. They claim that active dual-language programs provide win-win advantages for all students (Thomas & Collier, 2003).

Demographics in the United States are changing, and educators are responsible for responding justly to these changes. The U. S. enrollment of emergent bilinguals increased from 9.2% in the fall of 2010 to 10.3% in the fall of 2020 (National Center for Education Statistics, 2023). Moreover, 13.7% of all emergent bilinguals nationwide were enrolled in urban schools, and 10% in suburban areas. Nationwide, Spanish has been the most prominent language of emergent bilinguals in the fall of 2020 (National Center for Education Statistics, 2023). Hispanic students comprised 14.1 million of the U.S. student population. Hispanic students attended high-poverty schools at the highest percentage nationwide (National Center for Education Statistics, 2023). The emergent bilingual (EB) population in the United States has continuously increased (Khong & Saito, 2014). As the Hispanic population grows, a great demand has risen to improve existing bilingual education programs. Questions have been posed as to the best way to teach our English language learners. Most Emergent Bilinguals are from families that migrated from Mexico and other Latin American countries (Zong & Batalova, 2018). Emergent bilinguals are among the lowest-performing groups of students in the nation's schools in terms of graduation rates and high-stakes testing performance (Zacarian, 2012). Over the last few decades, the

dropout rate of Hispanic students has remained at a staggering rate of approximately 30% (National Center for Education Statistics, 2003). Though there has been some improvement, Hispanics continue to struggle behind their White and Asian American peers at all proficiency levels of reading and mathematics (National Center for Education Statistics, 2017). A possible reason for this achievement gap might be that most bilingual programs in schools are subtractive transitional models that encourage the transition of second language learners to English as quickly as possible (Babino & Gonzalez-Carriedo, 2015).

The student's native language is gradually phased out, and the use of English is phased in (Rolstad et al., 2005). The primary goal of this program is for students to acquire English as quickly as possible so they can transition to all-English instruction in schools (U.S. Department of Education, 2018). Most transitional bilingual education programs are subtractive and remedial; the goal of these programs is monolingualism, with little to no second language support (Thomas & Collier, 2009; Murphy & Torres, 2014).

Dual language programs, such as two-way immersion, combine students from two language groups for instruction in both languages (Center for Applied Linguistics, 2016). The increasing popularity of these innovative programs is mostly because they are the most reliable and effective form of bilingual education (Babino & Gonzalez-Carriedo, 2015). Program evaluation research continues to provide evidence that long-term, additive bilingual education models are the most successful models for emergent bilinguals to develop bilingualism and succeed academically (Francis et al., 2006; Thomas & Collier, 2009; Rolstad et al., 2005). Irby et al. (2022, p. 234) state "that these studies and others support the initial study conducted by Thomas and Collier (1997) in which they concluded that the program that yielded the best

linguistic and academic outcomes for EBs was the two-way DL program, followed by the one-way DL program.

Researchers contend that students who participate in additive and developmental bilingual programs have higher test scores (Christian et al., 1997; Lindholm-Leary, 2001; Perez, 2004; Thomas & Collier, 2002), higher rates of high school graduation and college attendance (Lindholm-Leary & Borsato, 2001), and more positive attitudes toward other cultures and languages (Cazabon et al., 1993; Lindholm-Leary, 2001) when compared with similar students involved in other types of school programs. Students in bilingual settings develop stronger levels of self-competence, one of the strongest predictors of future performance (Lopez, 2016).

Additive and long-term bilingual programs are multi-faceted models that develop bilingualism, biliteracy, and academic achievement to develop two languages instead of attempting to transition students to English-only (de Jong, 2002; Garcia, 2009; Francis et al., 2006; Thomas & Collier, 2009; Rolstad et al., 2005). A significant difference exists in favor of the two-way Dual-language students. As a result, dual language students have greater access to literacy early on since they participated orally in educational activities in the content areas even before they began to do so through reading and writing (Murphy, 2014).

To support dual language teachers in promoting high levels of academic achievement in English and the partner language, it is recommended that effective programs provide professional development that strengthens instructional practices for diverse learners (Howard et al., 2018). Professional development content centered around sheltered instruction techniques modified for bilingual and dual language settings effectively ensures students have full access to rigorous content instruction not impeded by any language barriers (Howard et al., 2006). Furthermore, professional development is warranted in that it equips teachers to deliver

instruction in culturally responsive ways that promote equitable access to grade curriculum among diverse learners and that introduce dual language teachers to strategies for effectively engaging parents and families of diverse learners (Howard et al., 2018). Professional development that builds skills in promoting socio-cultural competence among dual language learners and fortifies the development of their bilingual identities is also beneficial (Howard et al., 2007, 2018). Since dual language teachers are frequently tasked with creating curriculum and assessments appropriate to their needs, they also benefit from professional development in curriculum writing and generating formative and summative assessments for bilingual learners (Howard et al., 2018).

Statement of the Problem

As the research base in support of dual language instruction becomes stronger and more widely recognized, dual language instruction program popularity has risen, and the number of programs implemented across the United States has grown (Christian, 2018). Demand for qualified teachers and school administrators is high, but teacher supply has yet to rise commensurately (Kennedy, 2018b). Therefore, the problem lies in principals having to prepare and provide the necessary support and professional development for bilingual teachers. Furthermore, federal education policy over the past two decades has changed toward the adoption of English-focused education policies that allow for, but do not explicitly support, serving English learners through bilingual education, leaving each state on its own to carve out dual language instruction implementation spaces (Christian, 2018).

Teachers do not magically know how to work with colleagues; therefore, schools and districts must support and lead that work (Thessin & Starr, 2011). A feature of effective programs is providing professional development that is aligned with what teachers need to ensure that

program goals are met (Howard et al., 2018). Thus, dual language instruction programs should ensure that professional development content supports teachers in promoting bilingualism and biliteracy, academic achievement in two languages, and socio-cultural competence. To effectively promote high levels of bilingualism and biliteracy in their students, dual language teachers must demonstrate high levels of partner language proficiency, including reading and writing skills (Howard et al., 2018).

Purpose of the Study

The purpose of this research is to explore teachers' perceptions of the principal's instructional leadership practices using the theoretical framework of the Blase Reflective Growth Model (Blase & Blase, 2000). With the growing number of speakers of languages other than English in the United States, the public education system must provide adequate and quality language programs and instruction for all students (Alanis & Rodriguez, 2008). Dual-language education is a treasure that helps close the achievement gaps in emergent bilinguals (De Jesus, 2008). Researchers in dual-language education and its implementation have all identified components that strongly impact academic success in emergent bilinguals (Lindholm-Leary, 2012; Thomas & Collier, 2003; Montecel & Cortez, 2004; Gomez & Freeman, 2005). Components such as parental support, teacher knowledge, collaboration, and leadership perspectives are essential to the success or failure of the dual-language program and their student's academic success (Lindholm-Leary, 2012; Thomas & Collier, 2003; Montecel & Cortez, 2004; Gomez & Freeman, 2005). The extensive studies that have been conducted in the last decade about the effectiveness of dual-language education have provided empirical evidence to be the most effective way of teaching English language learners (Thomas & Collier, 2002; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Data from these studies

indicate that dual-language programs have the capability of promoting academic performance for different students who are at risk (Lindholm-Leary, 2012).

Teacher quality and instructional effectiveness are associated with positive outcomes in the research (Marzano, 2003). Like all educators, teachers in language education programs need to have a high level of content area knowledge, pedagogical expertise, effective classroom management, the ability to differentiate instruction, and a deep understanding of sound assessment practices (Howard et al., 2018). In addition, dual language teachers need to demonstrate academic language proficiency in the partner language, understanding of and ability to apply linguistics and second language acquisition theory; knowledge of the culture (s) where the partner language is commonly used, diversity awareness and skills in culturally responsive teaching; the adoption of a nondeficit attitude toward bilinguals and bilingualism; effective multicultural parent communication and education strategies; and the ability to design and deliver rigorous content in English and the partner language using sheltered instruction techniques (Kennedy, 2018b). Effective dual language teachers need a specialized skill set to positively impact student outcomes and support students in attaining the program's goals of bilingualism and biliteracy, high academic achievement, and socio-cultural competence (Kennedy, 2019).

Research Questions

The following questions will guide this research analysis better to understand the importance of intentional implementation of dual-language programs:

- To what extent do teachers' perceptions of their principal's actions to promote professional growth align with the Blase and Blase Reflective Growth Model?

- To what extent does a principal at a dual language campus apply the Blase and Blase Reflective Growth Model to foster professional growth among teachers?
- Do bilingual teachers at a Dual Language campus identify other professional development needs that could extend the Blase and Blase Reflective Growth Model?

Theoretical Framework

The Blase and Blase Reflective Growth Model (2020) will be used as a lens to analyze the findings of this study. The Blase and Blase Growth Model posits that leadership development occurs through continuous self-reflection. This model emphasizes the importance of principals engaging in reflective practices to foster their growth as influential instructional leaders. By employing this framework, the study aims to analyze teachers' perceptions of their principal's instructional leadership practices within the context of a dual-language campus.

One of the themes that emerged in Blase and Blase's Reflective Growth Model of Instructional Leadership (1999) was the promotion of teachers' professional growth concerning teaching methods and collegial interaction about teaching and learning. According to this study, teachers depicted six strategies that influential instructional leaders use to develop teachers' professional growth:

1. *Emphasizing the study of teaching and learning*—Effective instructional leaders provide formal staff development opportunities to address emergent instructional needs. Principals enhance the value of staff development sessions by becoming learners and participating alongside their teachers.
2. *Supporting collaboration among educators*- Data indicated that principals' instructional leadership hinged on the development of teachers as learners who collaborate to study

teaching and its effects. Influential instructional leaders recognized that collaborative networks among educators were essential for successful teaching and learning to be expanded through staff development. Collaboration among teachers increased teacher motivation, self-esteem, efficacy, and reflective behavior, such as risk-taking, instructional variety, and innovation/creativity.

3. *Developing coaching relationships among educators*- Teachers also reported that principals advocated coaching among teachers for teacher development besides supporting collaboration. Joyce and Showers (1995) concluded that implementing a training design is effective only when training includes coaching from a peer at the classroom level. This led to greater teacher efficacy, motivation, self-esteem, and impact on reflective behavior, including innovation/creativity, risk-taking, variety in teaching, planning/preparation, and focus.
4. *Encouraging and supporting program redesign*—Findings demonstrated that principals encouraged teachers to redesign instructional programs. These principals also encouraged a multitude of diverse approaches to teaching and learning and flexibility regarding elements (objectives, strategies, staffing, grouping, and allocation of time and resources), which enhanced teachers' development and reflective teaching. Supporting program redesign resulted in increased motivation, efficacy, and reflective behavior, including greater variety in classroom instruction.
5. *Applying the principles of adult learning, growth, and development to staff development*: Teachers reported that principals who practice effective instructional leadership work to create cultures of collaboration, inquiry, lifelong learning, experimentation, and

reflection. Effects included greater teacher motivation, self-esteem, reflective behavior, significant increases in innovation/creativity, variety in teaching, and risk-taking.

6. *Implementing action research to inform instructional decision-making*: Calhoun (1994) argues that without class—and school-based data about learning, specifically the impact of implementing new strategies on student learning, teachers cannot properly determine the effects of what they do in the classroom.

Definitions of Terms

The following terms and their definitions are essential in establishing the context for this study.

Emergent Bilinguals: Texas Education Code (TEC) 29.052 refers to students who are acquiring English and have a primary language other than English as Limited English Proficient (LEP).

Bilingual education involves teaching academic content in two languages, with different amounts of time spent in both the native and second language based on the program (Parmon, 2010).

Dual language program: This program provides literacy instruction to all students using two languages. It promotes bilingualism and bi-literacy, grade-level academic achievement, and multicultural competence for all students (Howard et al., 2007).

Instructional leadership is a blend of several tasks, such as supervision of classroom instruction, staff development, and curriculum development (Smith & Andrews, 1989).

Instructional Leader- someone who establishes academic goals for the school and communicates them to staff, supervises teaching and monitors student progress, provides

incentives for teaching and learning, creates opportunities for the professional development of teachers, and buffers student learning time. (Coldren & Spillane, 2007).

Significance

This dissertation intends to contribute to understanding instructional leadership practices in the context of a dual-language campus. By applying the Blase and Blase Reflective Growth Model of Instructional Leadership, the study seeks to provide insights into the alignment between teachers' perceptions and the model's principles, offering a nuanced view of how instructional leadership is perceived and experienced by educators.

It is the law of the United States of America, under the Bilingual Education Act of 1968, that all limited English proficient students be educated with quality education programs that would accelerate the student's academic achievement and performance and hold all students to a high level of expectations (Montecel & Cortez, 2002). School leaders must know what school practices are most effective for language minority students because this demographic group has quickly become the largest minority group in our country (Thomas & Collier, 2002).

Additionally, principals must ensure teachers have the necessary skills to facilitate collaboration and growth for dual language teachers. Effective principals articulate a clear school-wide mission and vision supporting dual language programs and create a welcoming multilingual environment in which the partner language is elevated to a status equal to English (Howard et al., 2018). School administrators must be prepared to recognize best practices in dual language classroom instruction. They must also acknowledge the extra work required of dual language educators, including the fact that they are often called upon to translate, adapt, or create instructional resources and assessments in the partner language and create schedules that allow

for additional planning time and opportunities for teacher collaboration (Kennedy, 2018b). They encourage a distributed leadership model to capitalize on veteran teacher expertise and empower dual language staff to develop leadership skills through mentoring, advocating, coaching, and presenting at staff meetings and conferences (Darling-Hammond et al., 2017).

Limitations of the Study

The findings of this study will have practical implications for school leaders, administrators, and policymakers aiming to enhance instructional leadership practices on dual-language campuses. Teachers' insights can inform leadership development programs and strategies to improve the overall teaching and learning environment.

The population studied for this research was from one campus in South Texas implementing a dual language program; therefore, the findings may not be generalizable to other schools and districts. In addition, only twenty participants were invited to share their insights, so this may not cover all perspectives in a school setting.

Conclusion

This proposal outlines a comprehensive plan to investigate teachers' perceptions of their principal's instructional leadership practices on a dual-language campus using the Blasé and Blasé Reflective Growth Model. The study has the potential to deepen our understanding of instructional leadership within the dual language context and provide valuable insights for improving leadership practices and teacher satisfaction.

CHAPTER II

REVIEW OF LITERATURE

A Growing Population in Texas

Bilingual education in Texas was illegal from 1918 until the late 1960s (Blanton, 2004). The lack of adequate bilingual programs designed to address the needs of language-minority students and the lack of adequately trained teachers to teach those students prompted the state to re-evaluate its policies and practices (Martinez, 2016). The State of Texas stipulates its policies under 19 Texas Administrative Code §89.1201, stating that every student whose home language is other than English shall be given equal educational opportunity. The goals of the bilingual education programs in Texas are to enable emergent bilinguals to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the primary language and English (Secondary School Completion, 2017).

On June 3, 1973, the enactment of the Bilingual Education and Training Act (SB 121) mandated that all Texas public elementary schools that were enrolling 20 or more children of limited English ability in a given grade level provide bilingual education (Rossell, 2009). The mandate needed to indicate which bilingual model or program would be implemented, leaving it wide open for TEA's school districts to decide which was the most appropriate for their bilingual students (Rossell, 2009). As part of the No Child Left Behind Act of 2001, K-12 public schools are required to identify emergent bilinguals and subsequently demonstrate via

Assessment scores show that these students are attaining academic achievement consistent with state learning standards and improving their English proficiency (Abedi, 2007). However, it is up to the states to determine which students should be classified as emergent bilinguals, which type of assistance is to be provided in their classrooms, and which assessments will be used to demonstrate students' proficiency levels (Brassard & Boehm, 2007; Rhodes et al., 2005).

The Texas Education Agency published a manual that describes the importance of incorporating the students' native language and asserts that bilingual education is not merely using a child's first language as a bridge to English and eliminating the first language as proficiency in English is attained. It is the child's total development bilingually to function within his capabilities in two languages (Ackerman & Tazi, 2015).

Bilingual Education in South Texas

The Rio Grande Valley (RGV) is made up of four counties: Cameron, Hidalgo, Starr, and Willacy, and over 430,000 children are part of its population (Tingle et al., 2017). Hispanic children are the future of this region and its workforce, and it is one of the most bilingual regions along the U.S./Mexico border (Murillo, 2012). The region is a product of a political economy predicated on cheap land, cheap labor, and good weather (Brannstrom & Newman, 2009). The determination and persistence of the Mexican American communities in South Texas have forced changes in the ethnic makeup of its school leaders to be more representative of the learning community (Guajardo & Guajardo, 2004). However, these changes must manifest faster (Guajardo & Guajardo, 2004). The culture of education continues to be an oppressive force that squashes creativity in schools and communities (Guajardo et al., 2012).

Mexican Americans in the Rio Grande Valley have been denied equal access to opportunities for several generations through discrimination and segregation in schools, places of employment, and courts (Tingle et al., 2017). Our education system continues to struggle to provide equitable opportunities for all children, thus threatening their futures and economic security (Tingle et al., 2017). "Edcouch-Elsa High School walk out of 1968 was a manifestation of what Brown was intended to accomplish legally but could not achieve politically or socially" (Guajardo & Guajardo, 2004). Gladwell (2000) stated that the Edcouch-Elsa High School Walkout of 1968 became the tipping point in a shift of power from White to Brown in South Texas (Guajardo & Guajardo, 2004).

New initiatives in education have added to a positive future outlook for students in South Texas. Rio Grande Valley leaders celebrated what they say is a generational shift in educational attainment in the region where area students now match or outperform their Texas peers in eight out of eleven key indicators from high school graduation rates, AP/dual credit completion, and Financial Aid (Jara & Taylor, 2017). Efforts continue by innovative school districts in South Texas to emphasize the importance and value of bilingual education, such as the Pharr-San Juan-Alamo school district in Hidalgo County. They outperform state averages on high school graduation rates (Tingle et al., 2017).

Despite the Rio Grande Valley's economic growth over the past few decades, many residents are undocumented, unemployed, or underpaid and suffer limited access to health and educational services (Murillo, 2012). Immigration reform will not prevent the continued influx of Latin Americans from settling in the state of Texas and adding to the Hispanic population in our classrooms (Diaz, 2011).

Bilingual Education Programs

It is essential to distinguish between the different types of second language acquisition programs available in the United States to assist emergent bilinguals in acquiring a second language. Regarding linguistic goals, bilingual education programs can be considered additive or subtractive (Zelasko, 2018). Additive programs promote bilingualism and biliteracy and support native-language instruction as students learn the second language (Howard et al., 2007). On the other hand, subtractive programs use the student's native language to learn and transition to the second language and then drop the native language for instruction (Howard et al., 2007).

Dual Language Immersion Programs

The United States Department of Education defined *dual language instruction* as a bilingual program where "students are taught literacy and academic content in English and a partner language aiming to help students develop high levels of language proficiency and literacy in both program languages, attain high levels of academic achievement, and develop an appreciation and understanding of multiple cultures (United States Department of Education, 2016). Dual language programs are considered additive and enriching, providing opportunities for emergent bilinguals to acquire English at no cost to the development of their primary language (Hamayan et al., 2013) with the added benefit of retaining a strong sense of bilingual and bicultural identity (Garcia, 2009; Genesee, 2004).

Emergent bilinguals require specialized instruction because they have historically underperformed academically due to difficulties with their English language proficiency levels and because there is a disconnect between the student's skill sets and the skills required by accountability assessments (Hoff, 2013). According to Collier, in order to overcome these

challenges, emergent bilinguals require an education that provides "a socioculturally supportive environment, development of the student's first language to a high cognitive level, uninterrupted cognitive development in the first language, and teaching English with cognitively complex task" (Collier & Thomas, 2007). Academic progress is slower than legislators would like due to several factors. Collier and Thomas (2017) state that it takes at least six years for students participating in a dual language program since kindergarten to reach grade-level achievement in English.

Typically, the time provided for dual language immersion programs tends to be at least six years, with solid support in the research for expanding dual language services from PK-12. Despite the duration of the program, a non-negotiable model feature is that the amount of core content instructional time delivered in the primary language never falls below that delivered in English, or 50% of the instructional time overall (Howard, 2018). Another emphasized feature is the strict and conscious separation of program languages and providing instruction in one language at a time (Thomas & Collier, 2012). In order to provide an immersive learning environment, dual language teachers typically refrain from language switching and employ a variety of sheltering strategies (Echeverria, 2016) with adaptations for dual language settings to ensure that content is comprehensible and that students have plenty of language practice opportunities to interact with their peers in meaningful ways around grade level content (Howard et al., 2006).

Benefits of Dual Language

Additive bilingual programs such as dual language immersion programs allow native English speakers of other languages to develop literacy, learn from each other, and learn academic content in a cooperative, academically rigorous setting (Murphy, 2016). The goal of

these programs is not necessarily to seek out the shortest and fastest route to proficiency in the second language; instead, it creates a learning environment that promotes bilingual and bi-literate development and fosters positive attitudes to both languages and their associated cultures (Murphy, 2016). Dual language programs yield more benefits than academic achievement. Collier and Thomas (2017) state that "dual language students' attendance is better; their overall interest in school is higher; and they report higher levels of satisfaction and enjoyment in dual language classes. Unfortunately, according to Theoharis and O'Toole (2011), "Scholars and practitioners argue that students who are learning English have been marginalized concerning access to the curriculum, the achievement of the curriculum, and their social standing within the public schools in the United States."

For several years, persistent academic achievement gaps and gaps in high school graduation rates between English learners and the general student population have been the subject of concern in U.S. schools. Specifically, those emergent bilinguals come from Spanish-speaking homes (Garcia et al., 2009). It is essential to recognize that dual language enrichment programs close the achievement gap between ELLs and native English speakers (Collier & Thomas, 2004).

Dual language programs promote positive relationships across cultures, and students exhibit positive attitudes toward the second language (Christian et al., 2000). Multi-language learning benefits youth in the United States by setting a precedent for cultural awareness and acceptance, which is desperately needed (Wallstrum, 2009). Students who become fluent English speakers while participating in a dual language program attained higher levels of academic achievement than other students, who were also identified as emergent bilinguals in general education programs (Lindholm-Leary & Hernandez, 2011). Dual language programs can close the gap (DeMatthews & Izquierdo, 2019). Dual language programs are additive because English

instruction is added to their first language (Garcia & Kleifgen, 2010). Demographics at the national and state levels demand that educators be responsive to students of color and linguistically diverse students (Nino & Aleman, 2012). Emergent bilingual students face challenges such as "less access to high-quality teachers, instructional time and materials, appropriate assessments, and adequate educational facilities" (Scanlan & Lopez, 2012).

Longitudinal studies have been conducted that compare emergent bilingual academic outcomes associated with the participation of specific ESL and bilingual education models. In the research of Thomas and Collier (2009), over six million English learners in grades 1-12 were served initially through seven program models, including English as a second language (ESL), transitional bilingual education (TBE), and Dual Language (DL). Researchers found that students served through well-implemented dual language programs outperformed their peers who were served with a different bilingual program, and it was the only program to close the gap between English language learners and native speakers. Umasky and Reardon (2014) found that English learners served through bilingual education attained more favorable rates of reclassification as English proficient and higher levels of attainment of English proficiency in the long term than their peers served through all-English approaches.

Strategic Management of Human Capital/Teacher Shortage

According to Williams and Zabala (2023), there has been significant growth in American bilingual and, more recently, dual-language schools in the last two decades. The turn of the century saw states enacting English-only mandates and effective bans on bilingual education. The Center for Applied Linguistics (2020) contains databases showing roughly 1,300 US dual-language immersion programs. In 2019-2020, states reported over 440,000 emergent bilinguals enrolled in bilingual education programs and nearly 405,000 EB's enrolled in dual-language

schools. Together, this means 16.5 percent of American emergent bilinguals are in classrooms that support their emerging bilingualism, and the other 83.5 percent are enrolled in some different type of English as a Second Language program (U.S. Department of Education, 2020).

However, just one in eight American teachers speak a non-English language at home (Williams et al., 2016). Of that, only 12 percent of teachers are linguistically diverse, and many need to be trained or credentialed to provide academic instruction in non-English languages. Predictably, many states experience persistent shortages of bilingual teachers and dual-language administrators nationwide (Williams et al., 2023).

Instructional Leadership and Supervision

Instructional leadership entails various leadership initiatives to promote student learning achievement. Instructional leadership may help facilitate curriculum development, establish a conducive organizational culture or climate to support instruction, create a meaningful teacher evaluation program, create a professional learning community to unify individuals involved in promoting instructional excellence, and set up a supervisory process that encourages teachers to reflect upon and improve their teaching practices (Glickman, 1985).

Instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development, and curriculum development (Smith & Andrews, 1989). Taken together, Glickman (1985) and Pajak (1989) succinctly conceptualize and illuminate the responsibilities and activities of what is broadly referred to as instructional leadership. Glickman (1985) defined five primary tasks of instructional leadership: direct assistance to teachers, group development, staff development, curriculum development, and action research. He notes that integrating these tasks unites teachers' needs with school goals.

Schöns's (1988) concept of instructional leadership emphasizes collegial classroom observations and specifically focuses on support, guidance, and encouragement of reflective teaching.

Glickman (1992) described ideal instructional leadership as a collaborative endeavor enacted in a supportive environment that leads to an all-school action plan.

A prominent study conducted by Hattie in 2009 revealed that instructional quality is one of the most critical factors that can positively affect student achievement. In addition, the relationship between teachers and students in the classroom is mentioned as an essential teacher-related factor. Similarly, Marzano and colleagues have confirmed the impact of teachers' instructional strategies, classroom management, and relationships with students on student learning outcomes (Marzano et al., 2003). Extensive research has provided evidence that teachers' classroom performance, particularly their instructional practices, significantly impacts the learning outcomes of their students.

Effective leadership is crucial if organizations are to produce the desired outcomes. In educational organizations, leadership is vital for improving teachers' professional learning and student achievement (Huber, 2004). Literature has favored several leadership types, including distributed, instructional, transformational, and teacher leadership (Gumus et al., 2018), with many empirical studies linking them to improved teaching and learning (Hallinger et al., 1996). Ultimately, the goal is to develop bilingual students who will be critical thinkers and successful citizens of this country; therefore, teachers must educate children using appropriate developmental instructional techniques. Teachers have increased children's test scores in public schools by implementing good teaching practices (Black & Green, 2005). When teachers become cognizant of the educational theories developed by Piaget and Vygotsky and how people process,

learn, and remember information, it helps them plan more effective lessons and create positive learning environments for their students (Black & Green, 2005).

The concept of instructional leadership was introduced to the literature on educational leadership through school effectiveness research in the 1970s to discover what characterized high-performing schools within socioeconomically disadvantaged communities (Austin, 1979; Brieve, 1972; Edmonds, 1979). The research concluded that principals at high-performing schools practiced instructional leadership and prioritized the improvement of teaching and learning (Austin, 1979; Brieve, 1972; Edmonds, 1979). Educational research in the 1980's/1980s was mainly concerned with providing a definition of instructional leadership, determining specific practices, and developing an instrument to evaluate the degree to which principals address teaching and learning (Bossert et al., 1982; Murphy et al., 1985; Murphy, 1990).

Promoting Teacher Growth

To support school renewal and support for teacher performance, it is necessary to create an environment where open-mindedness will thrive to make the necessary adjustments and changes (Joyce & Calhoun, 1995). This radical work must be led by extraordinary people who are determined and able to build a learning community (Joyce & Calhoun, 1995). Notable people who view themselves primarily as managers, as men or women of action, who try to make things come to reality, and who are not afraid to shake things and stir the waters, these people are equipped to play the role required of someone who builds a learning community (Joyce & Calhoun, 1995). The person who builds a learning community might better be described as a child or adult 'developmental' (Joyce & Calhoun, 1995), someone who knows where he or she stands on the issues, someone who has a well-developed theory of teaching and learning based on the best current work in education. This individual recognizes the need for others to construct

understanding on their own. He or she is comfortable with the give-and-take of spirited discussion. This person understands the importance of striking a balance between support and challenge, between honoring each individual's contribution to the group while at the same time moving the group toward more powerful, disciplinary-based ways of viewing education phenomena (Prawat, 1993).

Effective Professional Development

Although empirical research suggests that school leaders can improve student achievement, most principals' leadership practices focus not on student learning but on management (Rodrigues & Avila de Lima, 2021). Professional development aims to improve teacher practices and student outcomes through collaborative and job-embedded opportunities with teams of educators, including administrators (Darling-Hammond et al., 2017).

Administrators must provide teachers time to discuss research-based practices, examine the purpose of strategies, share their students' work, collaborate with colleagues, celebrate their students' achievements, and set goals (Babinski et al., 2018; Green et al., 2013; Walker & Edstam, 2013). Professional development should be tailored to address teachers' specific needs and concerns. Research on effective professional development programs highlights the importance of factors such as active involvement, long-term planning, problem-solving meetings, providing released time for teachers, encouraging experimentation and risk-taking, securing administrative support, facilitating small group activities, offering peer feedback, organizing demonstrations and trials, as well as incorporating coaching and leader participation activities. It is crucial to shift the perception of professional development from being viewed as a waste of teachers' time to recognizing it as time well invested. This transformation hinges on

seeing teachers as active agents in their professional growth rather than passive recipients of development efforts (Glickman, 2002).

For over a quarter of a century, Joyce and Showers (2002) have studied teachers' repertoires and synthesized research on teaching models. He and his colleagues have developed valuable resources to assist educators in enhancing their skills and using varied, research-based strategies to help students learn. Joyce and his colleagues have produced a vision of an effective staff development system. The following are some of the main points of an effective professional development program: developing knowledge, skills, practical implementation, and professional training to learn how to be more effective learners. Training should consist of four main components: developing knowledge, demonstrating or modeling skills, practicing skills, and peer coaching. For teachers to become effective learners, they need specific attitudes and skills, including persistence, understanding of the transfer of training, the need for theory, and the ability to use peers productively (Joyce & Showers, 2002). Peer coaching contributes to the transfer of training and facilitates the development of new school norms of collegiality and experimentation. The primary activity of peer coaching is collaborative planning and development. Feedback can become evaluative and judgmental if not delivered effectively. Therefore, educators need to be trained to deliver effective and valuable feedback.

Professional development is essential for creating quality schools for minority students (Villarreal, 2005). Such programs enhance teacher quality and upgrade teachers' capacity to influence student achievement, especially English language learners (Rodriguez & Abrego, 2014). Studies of promising practices of districts that have been successful in the education of ELLs have found that such districts provide a solid and robust professional development program for the teachers of English Language Learners (Horowitz et al., 2009). As cited in

Rodriguez and Abrego (2014), The Council of the Great City Schools reported the following:

"Given the importance of access to quality teachers for student achievement- particularly among English language learners- it came as no surprise that access to high-quality professional development for general education teachers and bilingual teachers alike in the reform initiative of improving districts. In particular, the team found that higher quality professional development programs went beyond merely transmitting information and involved hands-on, site-based strategies such as lesson or technique modeling, coaching, and providing feedback based on close practice monitoring" (pp. 66-67). Research supports professional development that expands teachers' knowledge of content and pedagogy; offers opportunities for active, hands-on learning; allows teachers to apply new content and reflect on outcomes with peers; links curriculum, assessment, and standards teacher learning; and is intensive, ongoing and sustained over time (Darling-Hammond & Richardson, 2009).

Educational policy stipulates that children are to be educated by high-quality teachers. According to a Policy Analysis for California Education report, only one out of every three English learners in California is taught by a teacher trained in second language acquisition methods (Gandara et al., 2003). The research is replete with studies demonstrating the importance of training to promote more successful administrators, teachers, and staff (Ballantyne et al., 2008; Epstein et al., 2016; Valdes et al., 2015). Moreover, training is most successful when sustained and embedded in teachers' daily routines and practices (Coleman & Goldenberg, 2011; Dana, 2010).

Effective programs tend to align the professional development needs of faculty to the goals and strategies of the instructional program (Ballantyne et al., 2008; Corallo & McDonald, 2002). Researchers and educators have discussed the importance of specialized training in

language education pedagogy, curriculum, materials and resources, and assessment (Genesee & Hamayan, 2016; Hamayan et al., 2013). This is especially true with current educational policy's stringent academic language requirements (Valdes et al., 2015). Furthermore, with rigorous standards and high-level vocabulary creating ever-greater linguistic demands, teachers need additional professional development on instructional strategies to ensure access (Hernandez, 2011). Other research indicates that teachers need professional development in the partner language to develop higher levels of teaching-specific proficiency (Aquino-Sterling & Rodriguez-Valls, 2016; Hyland, 2009).

Educational equity is also essential in professional development (de Jong, 2011; de Jong & Harper, 2005; Moll & Arnot-Hopffer, 2005). As de Jong points out, educational equity is revealed through respect and fairness. It is reflected in how leadership, teachers, and students interact. Further, respect for cultural differences and bilingualism is inherent in the understanding that linguistic, cultural, and socioeconomic diversity positively contribute to the classroom. It can be used as a resource for student learning (de Jong, 2011). As Alfaro and Hernandez (2016) noted, if we are genuinely committed to creating a more equitable educational environment, it is essential that educators in dual language programs who work with students from economically disadvantaged backgrounds actively challenge and disrupt the prevailing dominant teaching methods. Thus, equity is at the core of social justice in the dual language classroom, including how dual language educators define the sociolinguistic and sociocultural goals for students. The concept of equity offers dual language educators a framework through which they can articulate their ideological perspective in creating inclusive democratic environments. It involves scrutinizing group dynamics and ensuring a fair balance in the status of languages (Alfaro & Hernandez, 2016). Since classroom research, especially at the higher grade levels, clearly shows

the greater power and use of English over the partner language (Palmer, 2008; Potowski, 2007), these issues of equity and social justice are critical themes that must be addressed in professional development.

Since effective professional development is logically embedded in the reality of schools and teachers' work, it stands to reason that the principal would consider that reality for teachers of English language learners. Professional development would incorporate principles of adult learning as reported by Knowles (1980): 1) adult learners need to be self-directed; 2) they display readiness to learn when they have perceived need; and 3) they desire immediate application of new skills and knowledge. Based on adult learning theory, principals would provide teachers of English learners with professional development that addresses a need for self-direction, their particular needs, and the desire to apply what is learned. Providing time for creating situations so teachers may dialogue with other colleagues is critical for practically applying the knowledge gained in professional development sessions and after (Irby et al., 2012).

Building Teacher Capacity Through Collaboration

In addition, research states that collaboration has been the focus of many studies across many disciplines, specifically from the co-construction of knowledge in the context of shared enterprises (John-Steiner, 2000) and learning communities (Wegner, 1998). As John-Steiner stated, collaboration embodies the intricate nature of human connections, reinforced by a shared purpose and tested by conflicting emotions. Collaborative learning is at the center of communities of practice involving the co-construction of meaning and mutual relationships through a shared enterprise (John-Steiner, 2000; Wegner, 1998). Collaborative practices have been defined as central to professional development because they further opportunities for teachers to establish networks of relationships through which they may reflectively share their

practice, revisit beliefs on teaching and learning, and co-construct knowledge (Achinstein, 2002; Chan & Pang, 2006; Clement & Vendenberghe, 2000; Hargreaves & Dawe, 1990; Little, 1987). Shulman and Shulman (2004) positioned teacher development in the context of learning communities in which teachers as learners create environments that integrate a shared vision and their reflections on learning processes and practices.

Understanding the implications of collaborative practices in teachers' professional development is fundamental and involves concepts of knowledge and identity (Musanti, 2010). Knowledge is produced through social interaction and is historically and socially situated (Britzman, 1991; John-Steiner, 2000; Wenger, 1998). Individuals learn and evolve, progressing from complete dependence on others to interdependent relationships that empower them to attain autonomy and independence as diverse abilities and knowledge are internalized (John-Steiner & Mahn, 1996).

Successful outcomes require a clear understanding of a Dual Language Education (DLE) program and full implementation of the various characteristics associated with a program (Lindholm-Leary, 2012). Moreover, according to Cloud et al. (2000), a complete understanding of the goals and philosophy of the bilingual program is crucial for teachers. Through this understanding of how a program works, teachers become more confident about what they are doing and start believing in it (Cloud et al., 2000). Teachers must also be capable of providing instruction to linguistically diverse students just as they would monolingual students (Lindholm-Leary, 2001). In addition, Lindholm-Leary (2001) also claims it is essential to understand the level of staff support and unity that dual-language programs require.

Teachers at City Elementary, the school participating in the Rodriguez and Alanis (2008) study, collaborate with the instructional leader to discuss the student's instructional progress and

academic needs. For effective collaboration to happen, staff must demonstrate the attributes of effective teachers, as Garcia (1991) has shown. Garcia identified exemplary practices by teachers such as focusing on instruction that is meaningful to the children, hands-on learning, cooperation and collaboration, and setting high expectations for all students. These critical features in teaching set a foundation for success in dual-language programs.

Another significant factor in the success of dual language programs is the quality of the staff delivering the instruction to English language learners (Lindholm-Leary, 2005). Moreover, she identified some qualities that bilingual education teachers should have: an appropriate teaching certificate as a bilingual education teacher, sound academic background and experience, and native or native-like ability in the language of instruction. Montecel and Cortez (2002) discovered that fully credentialed bilingual and ESL teachers continuously acquired knowledge of best practices in bilingual education and other best practices in curriculum and instruction. According to Villarreal and Solis (1998), successful bilingual education programs have teachers who are competent and literate in both languages, English and the student's primary language. Moreover, they state that the teaching staff must be knowledgeable about effective content and language instructional practices. Bilingual education classrooms should be on the cutting edge of language acquisition.

Professional learning communities are characterized by five dimensions: shared and supportive leadership, shared values and vision, collective learning and application of learning, supportive conditions, and shared personal practice. Hord asserts that by nurturing and developing these five dimensions, school staff can evolve into a learning community. A comprehensive discussion on how to form a professional learning community is beyond the scope of a book. However, the authors have identified the following areas for starting a

professional learning community (PLC). 1.) Decisions about how collaborative teams are formed or structured across the school must be made. 2.) A cadre of teacher leaders who would help facilitate collaborative meetings need to be identified. 3.) Skills need to be identified that support teachers in becoming members of collaborative and productive teams, including establishing norms for operation. 4.) Protocols or procedures need to be established to help focus teacher meetings on important issues. 5.) Schools must find time for collaboration (Johnson, 2015).

Blase and Blase Reflective Growth Model of Instructional Leadership

As per Hallinger (2003), an instructional leader is responsible for setting academic objectives for the school and effectively conveying them to the staff. They also oversee teaching, track student progress, provide incentives for teaching and learning, create avenues for teachers' professional development, and safeguard the time allocated for student learning. Regarding teaching, Coldren and Spillane (2007) suggest that principals can influence teachers' instructional methods through diverse strategies, such as observing classroom instruction, offering constructive feedback, and facilitating opportunities for professional growth. Similarly, Blase and Blase (2000) have noted that instructional leaders improve teaching by fostering professional discussions among educators through collaboration, peer coaching, inquiry, collegial study groups, and reflective conversations. Researchers have additionally found that instructional leadership, although indirectly, wields a substantial impact on student achievement (Bryk et al., 2010).

Unique Professional Needs of Bilingual Teachers

Generally, there is a consensus that teachers in language education programs, like mainstream classrooms, should possess high levels of knowledge relating to the subject matter,

curriculum and technology, instructional strategies, and assessment (Howard et al., 2018). Effective dual language education programs require additional teaching and staff characteristics. These characteristics are essential to consider in recruitment and continued professional development. Montecel and Cortez (2002) reported that successful bilingual programs selected staff based on their academic background and experience. When teachers do not have a background in bilingual theory or bilingual education, they risk making poor choices in program structure, curriculum, and instructional strategy, which can lead to low student performance and the perception that bilingual education does not work (Ballantyne et al., 2008; Clark et al., 2002).

Teachers in dual language education programs need native or native-like proficiency in the languages they teach. Montecel and Cortez (2002) reported that successful programs selected staff using screening measures to ensure full written and oral proficiency in both languages. Native or native-like proficiency is critical for two reasons: to provide stimulating instruction and to promote high levels of bilingual proficiency in students (Howard et al., 2018). Clark et al. (2002) reported that many of the teachers in bilingual programs needed more Spanish proficiency to participate in college-level courses conducted in Spanish. However, other educators have also noted that even when teachers possess sufficient partner language proficiency, they may not have the specific language features, discourse practices, and communicative skills in the partner language necessary for content area teaching (Aquino-Sterling & Rodriguez-Valls, 2016; Hyland, 2009).

When designing an effective professional development plan for dual language program staff, research supports providing ongoing, job-embedded, and differentiated professional development. In examining state-initiated supports for dual language instruction (United States

Department of Education, 2015), several approaches to providing comprehensive professional development were identified, including summer institutes, quarterly full-day workshops, professional learning communities, and hybridized offerings that combined face-to-face support and web-based training opportunities. Partnering new teachers with more experienced mentors has been a beneficial approach to building staff capacity, supporting beginner teachers, and providing opportunities to develop leadership capacity among veteran staff (Darling-Hammond et al., 2017). Including school office staff in campus dual language professional development and providing dual language training opportunities to district-level staff and school board members were also recommended to strengthen school and district-wide capacity to support effective dual language program implementation (Howard et al., 2018).

Challenges for the DL Instructional Leaders

Menken and Solorza (2013) declared that ill-prepared school leaders are one reason bilingual programs often fail to meet English Language Learners' needs. They identified a lack of principal preparation, insufficient training in meeting ELL needs, and misperceptions regarding bilingual education and teachers as the primary reasons principals cannot lead such campuses effectively. Nevarez-La Torre (2013) also expressed doubts regarding the ability of a campus principal to serve as a language decision-maker and advocate for bilingual education, having yet to prepare for that role.

Additionally, the lack of understanding of effective bilingual program instruction coupled with a misunderstanding of language acquisition are cited by Sparrow, Butvilofsky, Wiley, and Escamilla (2012) as significant criticisms of bilingual education. For many campus leaders, these doubts and extreme pressures regarding assessment accountability lead to inadequately serving the ELL population (Menken & Solorza, 2013). Another challenge that some administrators and

educators face as they transition to dual-language schools is that they believe that more exposure to English in school will result in more excellent English proficiency than less exposure (Lindholm-Leary, 2012).

The success of the dual-language program depends on the schools' leadership; therefore, leaders must be constructivists by sharing the responsibility with teachers, staff, students, and community members (Aguirre-Baeza, 2001). Constructivist leaders are viewed as radical because they see values, experiences, and prior knowledge as tools for learning (Aguirre-Baeza, 2001). According to Alanis and Rodriguez (2008), recent research has determined that the principal's commitment level to the program is pivotal to its successful implementation and maintenance. Alanis and Rodriguez's study (2008) investigated an inner city's dual-language program and the importance of the principal's leadership role. The authors discovered that the role of the principal in this particular school was essential to the success of the dual-language program on the campus. This principal wanted to build her teachers by providing opportunities to participate actively in the decision-making process and allowing them to include creative strategies in the classroom. In essence, administrative support is essential to schools in any community worldwide (Johnson & Swain, 1997). The principal not only needs to understand the program itself, but they must also show concern and support for teachers (Lindholm-Leary, 2001).

School leaders, particularly principals, are highly influential in shaping a school's language policy and the overall quality of schooling that English language learners receive (Menken, 2017). For a bilingual education program to persist, school leaders cannot merely be individuals within the system who dutifully execute orders but must, by definition, be able to disrupt prevalent English-only policies (Shohamy, 2006). Menken and Garcia (2010) describe

how even the most restrictive language education policies are actually interpreted, negotiated, resisted, and ultimately reconstructed in the process of their implementation by individuals at each level of an educational system in contexts around the world- school leaders are critical mediators of language policy implementation.

On the other hand, school leaders can also make decisions that passively undermine or even actively dismantle their school's dual language programs (Menken, 2017). Researchers found out that school principals in New York City eliminated their school's bilingual education programs for the following reasons: 1) the pressures of high-stakes testing and accountability, and 2) because they lacked formal preparation in bilingual education or about the education of emergent bilinguals (Menken & Solorza, 2015). Research by Johnson and Freeman (2010) shows how administrators and educators chose to dismantle bilingual education programs in the face of accountability pressures. Moreover, school leaders can support or oppose dual language programs.

Key figures, such as the principal, program coordinator, and management team, deliver effective leadership. They are responsible for various crucial tasks, including advocating for the program and maintaining communication with central administration, supervising model development, offering professional development opportunities, fostering staff cohesion and collegiality, and ensuring appropriate funding allocation (Howard et al., 2018). Hunt (2011) conducted one of the few studies examining successful leadership in dual language education by closely examining the leadership structures of three well-established DLBE programs. Hunt (2011) largely attributes the longevity and success of the dual language programs she studied to the collaborative aspect of the principal's leadership. She identified four leadership structures she argues are critical to the schools' ongoing success:

- Mission (a unified and clear mission rooted in a school-wide commitment to dual language bilingual education, and focused on the development of bilingualism, biliteracy, and the appreciation and promotion of multicultural perspectives);
- Collaborative and Shared Leadership (all principals view their role as working with teachers to lead the school, and teachers also see themselves as part of the practice of leadership);
- Trust (the principals trust the teachers and vice versa; teachers enjoy working in an environment in which they are trusted, and teachers and administrators all genuinely believe in dual language education as a means of preparing students linguistically and academically)
- Flexibility (structures are not fixed but rather able to conform to the needs of the students and the program, especially about implementing language policy, making decisions, and drawing upon a diversity of expertise within the school community).

While principals bear the ultimate responsibility for decisions, within this framework, decisions are inclusive and more accessible to uphold because many individuals become stakeholders. Collaborative leadership is why the dual language programs in this study have lasted so long and continue to develop. Principals support teachers, teachers support their principals, and teachers support other teachers (Elmore, 2000; Fullan, 2005). When a principal leaves the school and leadership changes, the collaborative work of the teachers maintains the program. Creating avenues for leadership to move beyond the principal is critical in promoting the enduring success of a dual language program (Hunt, 2001). Thus, school leaders at dual language campuses play a pivotal role in nurturing the professional growth of bilingual teachers.

Emphasizing cultural responsiveness, fostering professional learning communities, tailoring professional development plans, promoting mentoring and peer support, and strategically allocating resources. Leaders can create an environment where bilingual teachers thrive and contribute to the success of dual language programs.

Summary

This study will use the theoretical lens of the Blase and Blase Growth Model, specifically examining strategies to promote professional development. Studies of innovation have shown that sustained improvement in teaching often hinges on the development of "teachers as learners" who collaborate to study teaching and its effects. This requires severe and ongoing staff development, training, and collaboration. Collaborative networks among educators are essential for successful teaching and learning and could be expanded through staff development. Supporting the professional development growth of teachers is a fundamental responsibility of school leaders, as it directly impacts the quality of education and student outcomes.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Population and Sample

The population of South Texas districts is a diverse community consisting of rural and urban schools and is borderline with Mexico. According to the 2022 Service Center TAPR report of Border Town District's region, which encompasses a total of eight counties in South Texas, has a predominantly Hispanic population (95.9%), the majority of whom English is their second language, a total of 39.8% of students are considered emergent bilinguals and an 84.6% are considered economically disadvantaged. The researcher included the principal and six bilingual teachers from one "A" rated South Texas school district campus for this study.

Research Methodology

Qualitative research is studying a phenomenon through empirical data collected in a natural setting to interpret and understand the phenomenon from the people who experienced it (Creswell, 2007). Qualitative research is derived from the need to study "the others" (Denzin & Lincoln, 2011). This type of research aims to understand the process, meaning, and local contextual influences involved in the phenomena. Numerical data is needed to describe and narrate the new phenomena more thoroughly. However, words, visuals, interactions, and social inquiry were more appropriate approaches to capture the new world's essence (Denzin & Lincoln, 2011). Data is collected in a natural setting sensitive to the people and places under study. The researcher then collects data through interviews and observations of behavior. Some of the qualities of qualitative research are that there are multiple data sources, it is an inductive

process, it gives importance to the participant's meaning. It's an emergent design that can alter during the study, and new findings can come to light. The researcher is then able to take a holistic account and develop complex findings of the problem or issue (Creswell, 2015). Qualitative studies do not make assumptions or generalizations about a claim; rather, they explain that a difference exists between the settings (Maxwell, 2013).

One of the strengths that makes qualitative research a unique method is that this type of inquiry leads to an in-depth understanding of the phenomena being studied (Creswell, 2014). Qualitative studies also address the relationship between the researcher and the phenomenon being studied as interrelated, not independent (Creswell, 2014). The researcher also gains an insider's perspective and view of the field being studied because the researcher is directly involved in its active role of finding and studying problems or issues.

This research adopted a qualitative approach, employing a single-case study design. The chosen dual language campus served as the case, allowing for an in-depth investigation of instructional leadership actions and reflective practices. Case study research is a general and inclusive approach to qualitative research (Johnson & Christensen, 2014). In case study investigations, researchers organize their study efforts around "cases" (Johnson & Christensen, 2014). The focus is primarily on describing the characteristics of one or more cases, how the case or cases operate, and answering specific research questions about the case. The researcher's primary interest is in understanding a specific case to shed some light on it based on the in-depth study of it. The goal is to understand the case as a holistic entity and a more general process based on an analysis of the single case (Johnson & Christensen, 2014).

For this study, the researcher used qualitative data and semi-structured interviews with the school leader and six bilingual teachers. Meeting observations and document analysis of

agendas and plans for professional development complemented the interview data. The researcher used interviews as a method of gathering qualitative data. The participants were asked about the specific support they have received since the inception of their dual language program and the professional development that has helped them grow as bilingual teachers.

Instrumentation

The instrument that was used for this research was semi-structured interviews. The researcher interviewed six bilingual teachers in various grades PK-5 and the campus's principal. Before the full-scale administration of the semi-structured interviews, testing the interview questions and refining the interview protocol was imperative (Seidman, 2019). The pilot phase is a critical step in ensuring the effectiveness and appropriateness of the questions, as well as the overall interview process.

During the pilot phase (piloting the protocol), two participants with characteristics similar to those of the eventual study participants were engaged. These pilot participants were selected based on their relevance to the research subject, and their feedback was invaluable in fine-tuning the interview questions. The primary objectives of the pilot study were as follows:

1. **Question Clarity and Comprehension:** The participants in the pilot phase were asked to provide feedback on the clarity and comprehensibility of the interview questions. This feedback helped ensure that the questions were easily understood and did not lead to confusion or misinterpretation.
2. **Question Relevance:** The pilot phase assessed the relevance of the questions to the research objectives. Participants were asked whether the questions effectively captured the key themes and concepts related to the case study.

3. Interview Flow and Timing: The pilot interviews also evaluated the interview flow and timing. Feedback on whether the interviews were too lengthy or if certain questions disrupted the conversational flow was collected.
4. Emergent Themes: The pilot phase also helped uncover any emergent themes or additional lines of inquiry that were not initially considered. These emergent themes were valuable for the overall data collection process.
5. Based on the feedback received during the pilot phase, necessary adjustments and refinements to the interview questions and protocol were made. It is important to emphasize that the pilot phase was not meant to provide definitive findings but to ensure that the research instruments and approach are as effective as possible.
6. The finalized interview questions and protocol were used for the main study following the piloting process. The pilot phase helped to increase the validity and reliability of the data collection process. It ensured that the interviews were as productive as possible in capturing the nuanced insights and perspectives of the study participants. The valuable feedback from the pilot participants contributes to the research's overall methodological rigor and quality (Seidman, 2019).

Setting

According to the 2021-2022 Texas Academic Report (TAPR), Border Town District is a rural school district with more than 226 square miles stretching just north of the Rio Grande River and about 13 miles north of the river. With a peak enrollment of about 23,444 students, Border Town District serves mainly Hispanic students, who account for over 99 percent of its enrollment. Due to its large number of Hispanic students whose native language differs from English, Border Town District implements dual-language education in all 24 elementary schools.

In addition, Border Town Elementary's accountability rating is an A-rated campus with five distinction designations: Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, and Top 25 Percent: Comparative Academic Growth and Postsecondary Readiness. The total enrollment is 524 students in grades PK-5, with a 100% Hispanic population. Moreover, 35.7% of the total students are enrolled in dual-language education, and 74% are economically disadvantaged.

Data Collection Procedures

Following the approval of the IRB and the school district, the researcher conducted the interviews and gathered the data. The researcher ensured that the study's trustworthiness was addressed by conducting member checks with the participants to ensure the report was accurate before making it final. The researcher took annotations during staff meetings and reviewed staff development agendas, professional development calendars, field notes, one-to-one interviews with the principal, etc. The document review allowed for analysis and assisted in developing in-depth descriptions of the context to make conclusions based on the field notes and document reviews. Triangulation was also utilized to compensate and verify the validity of interviews and observations.

Data Analysis Procedures

The data was collected using the procedures described in the previous subsection of this study and analyzed by coding data and noting emerging sub-themes. The video/audio-recorded interviews underwent data triangulation through the analysis of semistructured interviews, documents, and field notes. Member checking involved the participants in the research process to validate and verify the accuracy of the findings (Lincoln & Guba, 1985).

The steps that the researcher followed for analyzing data were 1.) Bracketing of personal biases, 2.) Immersing and engaging in the data through reading and re-reading, 3.) Analyzing and categorizing into groups/themes, 4.) Recounting of what the participants discussed, 5.) Interpreting of “how” the professional development happens, 6.) Presenting the finding in a clear and coherent manner. Interview data and assessment data were viewed, reviewed, evaluated, and cross-referenced to make the appropriate assumptions of how the Blase and Blase Reflective Growth Model seeks to provide insights into the alignment between teachers' perceptions and the model's principles, offering a nuanced view of how instructional leadership is perceived and experienced by educators.

Table 1.1: Data Analysis

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Bracketing	Immersing	Analyzing	Recounting	Interpreting	Presenting
I acknowledged my personal experiences with the phenomenon under the investigation to set aside bias and focus on the participants	Engaged myself in the data through re-reading transcripts, re-listening to interview recordings, re-examining notes. The goal was to gain holistic understanding of the participant's experiences	I grouped meaningful and relevant ideas into broader units by coding the data, clustering similar ideas, or organizing them into themes or categories	I recounted what the participants experienced with the phenomenon and includes “ad verbatim” quotations	Focused on “how” the experience happened, followed by a composite description (the essence of the phenomenon)	I presented the findings in a clear and coherent manner that communicate the essence of the phenomenon to others by writing the research study.

CHAPTER IV

FINDINGS

The purpose of this research was to explore teachers' perceptions of the Principal's instructional leadership practices using the theoretical framework of the Blase and Blase Reflective Growth Model. The study showed the myriad of professional learning development and professional learning communities that the teachers actively participate in to grow and develop as effective bilingual teachers.

Research Questions

Three research questions provided a guide to understanding the phenomenon under study.

- To what extent do teachers' perceptions of their Principal's actions to promote professional growth align with the Blase and Blase Reflective Growth Model?
- To what extent does a principal at a dual language campus apply the Blase and Blase Reflective Growth Model to foster professional growth among teachers?
- Do bilingual teachers at a Dual Language campus identify other professional development needs that could extend the Blase and Blase Reflective Growth Model?

These questions were the foundation for examining the six participants and their experiences and perceptions regarding their Principal's actions regarding professional growth and reflectional instructional practices. This research adopted a qualitative approach. A single-case study design. The chosen dual language campus served as the case, allowing for an in-depth investigation of instructional leadership actions and reflective practices.

Description

Border Town Elementary School, the culture surrounding the environment is primarily positive, and the school fosters a welcoming and inclusive atmosphere where students, parents, and staff from diverse linguistic and cultural backgrounds feel valued and respected. This campus and district follow the one-way dual-language model, which aims to immerse students in a bilingual educational experience, primarily focusing on students from a majority language background who are acquiring proficiency in a second, often minority, language. This model promotes bilingualism, biliteracy, and cultural competence, preparing students to thrive in a multilingual and multicultural world. One-way dual-language schools are designed primarily for students who are native speakers of one language (usually the majority language) to become proficient in a second language (usually a minority language).

In this particular campus, celebrations of various cultural events and traditions like "16 de Septiembre", "Dia del Niño," and "5 de Mayo" are evident throughout the halls and environment. There is a strong emphasis on promoting bilingualism and biliteracy among all students. Both languages are given equal importance in instruction, resources, and school activities, helping students achieve proficiency in their native and second languages. Signs, word walls, labels, information, and bulletin boards are in English and Spanish to ensure both languages are depicted throughout the campus. Teachers, administrators, and parents collaborate to support student learning and development.

Though the school is located in a semi-rural area and according to the 22-23 School Report Card, it is 89% Economically Disadvantaged and at 99.6% Hispanic population, they set high academic expectations for all students while providing the necessary support to meet their goals. Ongoing professional development opportunities for teachers focus on dual language

pedagogy, cultural competency, and effective instructional strategies. This ensures that educators are well-equipped to meet the unique needs of their students. Students are encouraged to take pride in their bilingualism and cultural heritage. The school provides leadership opportunities and promotes student voice through activities like bilingual assemblies, student councils, and extracurricular activities such as Folklorico. Active parental involvement is encouraged and facilitated. The school offers workshops and resources to help parents support their children's Education in both languages and regularly involves them in school decision-making processes. Strong, positive relationships among students, teachers, and staff are prioritized. This is fostered through team-building activities during Staff Meetings, mentorship programs like the Dual Language Committees, and a school-wide emphasis on respect and empathy like the Golden Trash Can Award and the Guardian Angel Award for teachers.

The curriculum is designed to integrate cultural content and perspectives from both language groups, making learning more relevant and engaging for students. This also helps in building a broader understanding and appreciation of different cultures. The school provides a safe and supportive environment where students feel secure and motivated to learn. These elements create a nurturing and dynamic educational environment that supports academic achievement and fosters the holistic development of bilingual and bicultural students.

Table 1.2: Participant Demographics

Participant	Grade Level	Years of Experience in education
Bilingual Teacher 1	2 nd	20
Bilingual Teacher 2	5 th	25
Bilingual Teacher 3	2 nd	30
Bilingual Teacher 4	K	14
Bilingual Teacher 5	4 th	12
Bilingual Teacher 6	5 th	16
Principal	Elementary	21

Themes

Though the participants had varied educational backgrounds, they were all seasoned bilingual teachers with more than ten years of experience teaching emergent bilinguals in the elementary grades. A total of six themes were initially identified; the six main themes were emphasizing the study of teaching and learning, supporting collaboration among educators, developing coaching relationships among educators, encouraging and supporting the redesign of programs, applying the principles of adult learning, and implementing action research to inform instructional decision making. The six interview transcripts underwent inductive analysis, highlighting common themes and subthemes. Theme identification involved reading transcripts, listening to interview recordings multiple times, reviewing anecdotal notes, analyzing the documents shared by the Principal, and coding the transcripts. The findings provided insights into the myriad of professional development available to teachers and the strategies implemented to build their capacity.

Table 1.3: Themes and Subthemes

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Emphasizing the Study of Teaching and Learning	Supporting Collaboration Among Educators	Developing Coaching Relationships Among Educators	Encouraging and Supporting Redesign of Programs	Applying the principles of Adult Learning	Implementing Action Research to inform Instructional Decision Making
* Innovation * Creativity	* Teamwork * Collaboration	* Motivation * Self-Esteem	* Flexibility * Diversity	* Lifelong Learning * Reflection	* Problem-Solving * Root-Cause Analysis

Theme 1: Emphasizing the Study of Teaching and Learning

The first theme emphasizes the study of teaching and learning. Participant 1 discussed how her Principal encourages them to attend training and motivates them to attend:

My Principal always informs us of the different trainings available in the district during our daily announcements, emails, meetings, etc. She acknowledges that when we attend, we get shout-outs during meetings for attending this or that, making us feel appreciated and motivated to keep learning and growing. We also have dual language committee representatives at the campus who help us with school training. They help us learn and practice the skills and strategies we need to implement in the classroom during our PLC meetings. They are there to help us learn new skills to implement with our students. We have the curriculum to follow, and our Principal helps us by ensuring we review it together and know how to implement it.

Participant 2 shared the following regarding how her Principal encourages her and her colleagues to attend the bilingual trainings:

At the end of the year, we always turn in a sheet of paper with the training we anticipate attending. As soon as the district opens up the enrollment for summer development, our Principal will let us know, and we will register. She also encourages us to attend a variety of training sessions and not just focus on our area of expertise but also on training that will enhance our craft. I am also in constant search of bettering myself. I study a lot, research, watch videos, and collaborate with other teachers in the school and district so that I ensure I keep up with my practice. I love to do curriculum writing for science because that is what I love, and I have done it for many years. I also learn by myself when I teach my co-workers and give sessions. So, teaching others helps me learn better.

Sometimes, it is like a light bulb that turns on, and you think, I have not thought about it that way. I like to go to training to learn something, bring it back, and share it with my students and co-workers.

Participant 3 shared how she is part of the Dual-Language Committee and how she attends a variety of trainings to develop her skills to support her colleagues:

I am on the Dual-Language Committee, and we go to the Central Office to get training on different skills, and then we turn around that training at our campus. We usually present during Staff Meetings, which is helpful because we get to share what we learn. I am also part of the LPAC (Language Proficiency Assessment Committee), and I get to learn about all the students, whether or not they are progressing, and whether or not they continue to stay in the program. I like to attend these trainings with the district because I can update my teaching strategies. There are plenty of hands-on activities, and we get to do them there

during the training, and then we come back and implement them in our classroom.

Our Principal sometimes joins us during those district staff trainings so that she knows exactly what to expect and what activities to see in the classroom throughout the six weeks.

Participant 5 expressed how her Principal plays a critical and crucial role in their development as bilingual teachers and in general:

Our Principal plays a crucial role in our relationship; she is very approachable, and we work very closely with her. We can trust her and ask any questions we have regarding the curriculum or our students. Our Principal works very closely with us to identify the needs of our students and regarding the English language proficiency and competency of our students. She provides us with resources and training that target our specific needs to differentiate our instruction. Often, we reflect together during our meetings and with the Principal to ensure we are providing the best possible Education to our students.

The Principal expressed a similar idea as the participants; she shared how important it was for her to attend training with her teachers and know what to look for in the classroom. She also shared how they identified their needs during their PLC meetings, and that's how she decided what training to provide and offer the teachers.

We ensure that our teachers attend all professional development requirements to address the English learners they have in the classroom. During walkthroughs, I recognized the areas that could improve, for example, when we needed support in differentiated instruction and writing. Based on the needs we see and our discussions during PLCs every Tuesday, we are always discussing

students and their growth. As Principal, I attend as much professional development as possible to support my teachers and stay abreast of all the changes. One of the most significant ways we support them is to be there with them; my Assistant Principal and I try to be there every Saturday to know what they are learning and what we are supposed to look for in the classrooms. I need to know what the teachers are doing, what they are supposed to be doing, and whether or not they are on target with the scope and sequence. So it's a lot of Saturdays that I spend doing this.

Theme 2: Supporting Collaboration Among Educators

The second theme was supporting collaboration among educators. Participant 6 discussed how PLC's/PLCs have helped them collaborate consistently throughout the year with their Principal and colleagues because they facilitate discussions amongst each other.

We have extended planning every six weeks; we have PLC meetings every Tuesday during our conference time. We also have faculty meetings or staff meetings to discuss important information. Part of our agenda is to review the domains that will be targeted throughout the week during our observations. We also review our weekly assessment data, and our Principal always gives us feedback and asks what works for us and the students in the classroom. If students didn't master the objective, we talked about how we would reteach it so that they would get better at it. While discussing what is working and what is not, we get to hear each other's best practices and share ideas. During our staff meetings, we also do vertical team meetings, and during that time, we get to collaborate not just with our grade level but with all grade levels. We disaggregate data and share

how students from PK-5th grade are performing, and it's a big eye-opener. We can see how it all ties together from PreK through 5th grade. We see how it builds up from one grade to the next. Collaborating is crucial, especially for a new teacher coming in. New teachers depend on each other to survive through the first years.

Participant 1 said that they meet religiously every Tuesday and Thursday as a grade level during conference time, and they collaborate with one another to ensure they are on the right track regarding assessments and students' data.

We must meet together every week; the Principal always tells us that we are an asset to one another when we work together. She does walkthroughs during our meetings on Thursdays. On Tuesdays, we meet with administrators, and on Thursdays, we are PLCsPLCs just with us, the teachers, so we get to talk openly about the data from weekly assessments and how to tweak instructional strategies. Sometimes, it is challenging to work together as everyone has different perspectives. However, we have learned to respect each other's perspectives, focus on what the data is saying, and how we can improve in the different areas of need. On Thursdays, we also plan for the week ahead.

Participant 3 expressed how vertical team alignment helps them to work together in order to see what is needed throughout the grades.

We do a vertical alignment with the grade levels to see what is needed and collaborate during the in-service days. We work as a team and collaborate to identify the year's focus areas. We can see how it builds from one grade to the next. PLC'sPLCs are mandatory. Every week, we go to the data room, where the

Principal has a big screen and can project data and essential information. We discuss the data of students approaching meets or masters and identify their strengths and weaknesses.

Theme 3: Developing Coaching Relationships Among Educators

The third theme was developing coaching relationships among educators. Participant 2 discussed how she feels supported by the Principal through reflective questioning during walkthroughs.

When my Principal does walkthroughs, she always includes reflection questions that help us see our teaching differently. She allows us to think about our strategies, make the necessary adjustments, and make decisions that are in the best interests of our students. She listens to our opinions; she trusts that we will make the best decisions regarding the instruction for our students, and she has the confidence that we will do our best. She also makes me feel valued and supported when she asks for my input on different occasions.

Participant 5 gave her insights about her coaching relationship with the Principal and other administrators on the campus.

My Principal, supervisor, and counselor provide personalized support and guidance tailored to our needs and goals. They encourage us to meet with each other to provide support, engage, and encourage each other in the grade level. My Principal makes us feel supported and valued because she plans with us and provides the necessary resources and materials. She models the best practices that empower us to make decisions. She always asks us how we are doing and what we need. For feedback, she conducts classroom walkthroughs and uses a clear set of criteria or rubrics aligned with the teaching standards for schools. Based on

that, we get our feedback, and she highlights strengths and growth areas. She provides us the opportunity to reflect and ask any clarifying questions. When we meet, we can talk about any necessary changes that are needed.

The Principal's perspective on coaching revolved around the TTESS instrument for evaluating teachers. She explained how she uses exemplary videos to coach teachers in different dimensions.

Every time we have an in-service, we incorporate a TTESS video. We show the video and ask the teachers to script and take notes, and then they rate. They get to practice and calibrate the rating for that specific scenario. We try to differentiate between levels, such as mostly, consistently, rarely, seldomly, etc. We encourage our teachers to provide more student-centered instruction rather than teacher-centered instruction. I also like to provide them with the observational focus of the week. As I do walkthroughs in the classroom, I also give them reflective questions, commendations, and recommendations.

Theme 4: Encouraging and Supporting the Redesign of Programs

The fourth theme was encouraging and supporting the redesign of programs. Participant 5 assured that they are free to add or modify the curriculum to a certain degree but not alter it or delete anything the district has delineated for them.

We have the freedom to modify, based on the needs of our students, as long as we do not change the curriculum and whatever we do aligns with the standards. Every year, our academic needs are very different, and so are our students. Whatever worked for this year might not work for next year, so we have to adapt and modify, and my Principal gives us the freedom to do that. Our

Principal understands that teachers are on the front lines of Education, and we can provide better and more valuable feedback based on our expectations and experiences in the classroom.

Participant 2 stated the following:

Because of our past results, we can make changes because our administrators know we will deliver. They know that we will get our students to master the necessary skills. Our expectations are incredibly high, and we don't take any slack from anyone. We are part of Border Town School, and we are number one. We will do it, and that is it; there is no other option. When you have no other options, you do what you must do, which is doing your best. My job is to help my students, but I instill that pride in them. My Principal supports me because I am a curriculum writer for the district, so she knows she can trust me to make the best decisions for our students. She has an open-door policy and is very open to our feedback, and I appreciate her feedback.

Participant 3 shared a few insights into what she is able to do regarding modifications and accommodations to the curriculum.

I can modify the activities in my classroom, not the scope and sequence, which are district and state standards, but the actual activities that can be done for each objective. According to the level of my students, I will adapt and modify the activities to align with the TEKS and standards of our curriculum. Sometimes, my Principal will come to my classroom. If she likes a particular activity, she will ask us to share it with the rest of the teachers during a staff meeting or professional development session. Our Principal is very supportive of our feedback; she knows

I have been teaching for about 20 years, and she takes our feedback on the needs of our students.

Participant 6 stated that she does not deviate from the curriculum but implements her own teaching style.

I do not deviate from the curriculum. I follow the curriculum as it is, but I feel I have the freedom to implement certain activities that my students may need. Based on the data analysis that we do on a weekly basis, we can modify or reteach as needed. My Principal is always seeking our feedback, and if we have any questions, she is always willing to help us figure it out and ask district directors or strategists so that we can get accurate information.

Theme 5: Applying the Principles of Adult Learning, Growth, and Development to Staff Development

The fifth theme was applying the principles of adult learning, growth, and development to staff development. Participant 3 shared the following:

Our Principal has her agenda for staff meetings, which typically runs like this: We have an icebreaker activity, in the beginning, to open up the meeting. Then, she begins by asking us to share "Good Things" that have happened in school, at home, or any good thing we would like to share. After "Good Things," she will then begin with the "Golden Trashcan Award," Guardian Angel Award," and "Star Teacher Award." Celebrations of our staff are significant. Our principal values what we do, and she ensures that she recognizes the extra effort different people put into our staff meetings. The "Golden Trashcan Award" is the award given to the teacher that the custodians believe was the cleanest. The "Guardian

Angel Award" is given to a teacher or staff member who has done something kind or nice for someone else, like a staff member or our students. Finally, the "Star Teacher Award" is given to the teacher who has done something above and beyond in their classroom to close the academic gaps for their students. One example of the "Star Teacher Award" was when a teacher was reviewing flashcards with a student outside in the hallway or when I volunteered to do something we were not going to get paid for. I received that award for going above and beyond. After all the celebrations, our Principal goes into the actual training or what we will learn for that staff meeting. For example, if it has something to do with technology, we take our devices, and she teaches us step by step. She takes the time to teach and practice there with her while we are learning.

Participant 2 shared her insights about how the professional development runs and she says this:

It is more than sitting down and listening training unless it is STAAR training. Other than that, it is very engaging and interactive. She always asks for our input, and we have a voice on the campus. We need to feel like we have a voice that is heard and validated. We also analyze our data closely and implement data walls because data is critical. Data drives our instruction and our goals. Students love to see how they improve because they also see their data on the wall and in their trackers. Students can visually see how they are improving because they do not want to be at the bottom.

This is what Participant 3 reiterated:

Our staff meetings and professional development trainings are engaging, relevant, and conducive to meaningful learning experiences. A typical agenda during a staff meeting on our campus begins with a clearly defined objective and goal. We begin with the activity of sharing good things. This could be personal or from our daily work with our students. Beginning with a positive attitude makes us feel more engaging and positive, from being tired to bringing a smile to our faces. It is then followed by recognizing our staff members' hard work and dedication. During the training, our Principal allows us to share, learn from one another, and implement best practices we see or like and would love to try. We get to share with our peers how it went in the classroom, what we had to modify, or something did not work.

Participant 6 shared how she enjoys it when they get to practice something they learned during staff meetings, professional development, or even PLCs.

We like to do activities where we take on the role of the student and practice with each other, including our Principal. This helps because we get the opportunity to jump into a different role, and we are able to see different perspectives, which helps us grow.

Theme 6: Implementing Action Research to Inform Instructional Decision Making

The sixth theme was implementing action research to inform instructional decision-making. The Principal shared the following insights about this last theme:

We study our data closely and continuously through PLC's/PLC, and we look at student progress. We implement student data walls in the classroom and

virtual ones where we keep track of and update constantly. Our teachers have tracking sheets, so we look at weekly and weekly assessments. We also take a deep dive into benchmark information and fluency growth. For example, PreK has guidelines, and the expectation for PreK is to know 15 letter names and sounds so everybody is accountable for learning and meeting their end-of-year expectations. Everybody. We always ask how much your students have progressed from the last time to now. How many more letters do they know, etc? That way, we know what we need to improve on. So we ask questions like what our weakest area is, what we will do about it, and what we will do when we do tutoring. We can not just continue to teach and teach; we have to know where our gaps are and close them, and make our students stronger.

Participant 4 also agreed that they work hard to identify gaps and work together collectively to discuss closing the academic gaps with students.

We collect relevant data, such as standardized test scores, formative assessments, grades, attendance, discipline, etc. We then analyze and identify patterns, trends, strengths, and areas for improvement. Based on this, we generate action-driven plans to implement the best strategies to help close the gaps and improve the areas of need. We implement research-based activities to help our English language learners improve their listening, speaking, reading, and writing abilities. I like implementing exit tickets, quizzes, and classroom discussions to gather ongoing feedback. I like to observe students during their engagement to check for comprehension and understanding. I also incorporate peer assessment activities where students provide feedback to each other, and I like to set up

learning stations where students get to participate in various activities that target the learning and areas of need.

Participant 3 shared how they implemented and structured the action research differently. She said the following:

We analyze all the data we collect from assessments and regroup students for an intervention block during the day. We group them based on their needs and target them accordingly. This way, we can see what our bilingual students are struggling with and target those needs, such as writing or speaking. We reteach based on the data we have previously discussed during PLCs and work diligently to close the gaps by differentiating the instruction for our students.

Summary

The analysis of the participants' interviews produced six themes: emphasizing the study of teaching and learning, Supporting Collaboration among Educators, Developing Coaching Relationships among Educators, Encouraging and Supporting the Redesign of Programs, Applying the Principles of Adult Learning, and Implementing Action Research to inform Instructional Decision Making. The subthemes under Theme One were innovation and creativity; Theme Two was teamwork and collaboration; Theme Three was motivation and self-esteem; Theme Four was flexibility and diversity; Theme Five was life-long learning and reflection; and Theme Six was problem-solving and root-cause analysis. The participants exhibited a well-established understanding of collaboration and working together to achieve common goals. They were very well versed in driving academic change in the classroom and closing the gaps with their bilingual students by implementing research-based strategies and by disaggregating and

closely monitoring the data consistently and collaboratively, not only with their Principal but with each other as professionals.

CHAPTER V

SUMMARY AND CONCLUSIONS

This research explored teachers' perceptions of their principal's instructional leadership practices. By delving into how bilingual teachers view and experience their principal's instructional leadership revolving around their professional development. The study aimed to uncover insights into the effectiveness, strengths, and areas for improvement in leadership strategies within educational settings. This exploration is crucial as it directly impacts the overall school environment, teacher satisfaction, and student outcomes. Understanding teachers' perspectives can provide valuable feedback for principals, helping them refine their leadership approaches to better support and inspire their staff, fostering a more positive and productive educational setting. Additionally, the study showed the myriad of professional learning development and professional learning communities that the teachers actively participated in to grow and develop as effective bilingual teachers.

This chapter reviews the purpose statement and research questions. It also addresses how the findings align with the theoretical framework and the connections between empirical observations and theoretical perspectives. The chapter also includes implications and future research recommendations based on the findings.

Research Questions and Summary of the Study

Three research questions provided a guide to understanding the phenomenon under study.

- To what extent do teachers' perceptions of their principal's actions to promote professional growth align with the Blase and Blase Reflective Growth Model?
- To what extent does a principal at a dual language campus apply the Blase and Blase Reflective Growth Model to foster professional growth among teachers?
- Do bilingual teachers at a Dual Language campus identify other professional development needs that could extend the Blase and Blase Reflective Growth Model?

These questions were the foundation to dive into the six participants and their experiences and perceptions regarding their principal's actions regarding professional growth and reflectional instructional practices. This research adopted a qualitative approach, employing a single-case study design. The chosen dual language campus served as the case, allowing for an in-depth investigation of instructional leadership actions and reflective practices.

Research Question 1

To what extent do teachers' perceptions of their principal's actions to promote professional growth align with the Blase and Blase Reflective Growth Model?

The participants' responses, the themes and subthemes that emerged about teachers' feedback strongly evidence the extent to which teachers' perceptions of their principal's actions to promote professional growth align with the Blase and Blase Reflective Growth Model of Instructional Leadership. The Blase and Blase Reflective Growth Model emphasizes instructional leadership behaviors that foster a collaborative and reflective professional environment (Blase & Blase, 2000).

Teachers perceived their principal as consistently offering constructive and specific feedback that encouraged reflection on teaching practices throughout the six themes, which aligns well with the model's emphasis on reflective growth. Additionally, alignment is evident based on the teacher's ability to recognize efforts by their principal to create opportunities for professional learning, such as peer collaboration and ongoing training through PLC's, which are directly linked to classroom practices and student learning outcomes.

In reflecting on the literature review, collaborative learning is at the center of communities of practice involving the co-construction of meaning and mutual relationships through a shared enterprise (John-Steiner, 2000; Wegner, 1998). Collaborative practices have been defined as central to professional development because they further opportunities for teachers to establish networks of relationships through which they may reflectively share their practice, revisit beliefs on teaching and learning, and co-construct knowledge (Achinstein, 2002; Chan & Pang, 2006; Clement & Vendenberghe, 2000; Hargreaves & Dawe, 1990; Little, 1987). Like all educators, teachers in language education programs must have a high level of content area knowledge, pedagogical expertise, effective classroom management, the ability to differentiate instruction, and a deep understanding of sound assessment practices (Howard et al., 2018).

All six dual-language teachers felt that their principal fosters a supportive environment that values their input and promotes a culture of continuous improvement. The mutual respect, trust, and open communication between teachers and the principal align with the Blase and Blase Reflective Growth Model.

Research Question 2

To what extent does a principal at a dual language campus apply the Blase and Blase Reflective Growth Model to foster professional growth among teachers?

All six participants reported that their principal actively engages in the practices described in the Blase and Blase Reflective Growth Model.

Emphasizing the study of teaching and learning: Principals who provide formal staff development opportunities to address emergent instructional needs. These opportunities, along with teacher input, resulted in the effects of reflective behavior, which produced innovation, creativity, variety in teaching, instructional focus, motivation, and efficacy. Principals enhanced the value of staff development sessions by becoming learners themselves and participating with teachers (Blase & Blase, 2000). To support school renewal and support for teacher performance, it is necessary to create an environment where open-mindedness will thrive to make the necessary adjustments and changes (Joyce & Calhoun, 1995). This radical work must be led by extraordinary people who are determined and able to build a learning community (Joyce & Calhoun, 1995).

The district and the campus principal provide plenty of staff development that helps us target the needs of our emergent bilingual students. Our principal sometimes attends with us to get firsthand experience of what we learn at the district level. We also have DLE representatives who support us throughout the year at the campus level and provide specific training tailored to our needs.

Supporting collaboration among educators: Principals recognize that collaborative networks are essential for successful teaching and learning and could be expanded through staff development.

This was accomplished by modeling a philosophy of teamwork, providing time regularly for collaborative endeavors, and advocating sharing and peer observation. Collaboration among teachers increased teacher motivation, self-esteem, efficacy, and reflective behavior. To promote professional growth, principals should also encourage teachers to visit other teachers at other schools to observe other classrooms and programs. Shulman and Shulman (2004) positioned teacher development in the context of learning communities in which teachers as learners create environments that integrate a shared vision and their reflections on learning processes and practices.

It is a must for us to meet together every week. Our principal always tells us that we are an asset to one another when we work together. She does walkthroughs during our meetings on Thursdays. On Tuesdays, we meet with administrators, and Thursdays are PLCs just with us, the teachers, so we get to openly talk about the data from weekly assessments and how to tweak instructional strategies. Our principal encourages us to visit each other's classrooms to see strategies and learn from one another. *Developing coaching relationships among educators*: In this particular theme, principals advocate coaching among teachers for teacher development. Joyce and Showers (1995) concluded that classroom implementation of a training design is effective only when training includes coaching from a peer at the classroom level. Throughout the interviews, bilingual teachers said that their principals encouraged and facilitated coaching among each other to recognize exemplary teachers and improve instruction simultaneously. This has led to greater teacher efficiency.

Encouraging and supporting the redesign of programs: Principals should encourage teachers to redesign instructional programs to encourage various approaches to teaching, learning, and flexibility. This study clearly showed that the campus principal encourages a variety of teaching strategies, as teachers pinpointed specific approaches that they use with their students when teaching, such as playing games of charades inside-outside circles and other activities that students enjoy and that are helpful for their learning.

Research supports professional development that expands teachers' knowledge of content and pedagogy; offers opportunities for active, hands-on learning; allows teachers to apply new content and reflect on outcomes with peers; links curriculum, assessment, and standards teacher learning; and is intensive, ongoing and sustained over time (Darling-Hammond & Richardson, 2009).

Applying adult learning principles, growth, and development to staff development: Principals who practice practical instructional leadership work to create cultures of collaboration, inquiry, lifelong learning, experimentation, and reflection (Glickman et al., 1995). Understanding the implications of collaborative practices in teachers' professional development is fundamental, which are concepts of knowledge and identity (Musanti, 2010). Knowledge is produced through social interaction and is historically and socially situated (Britzman, 1991; John-Steiner, 2000; Wenger, 1998). Individuals learn and evolve, progressing from complete dependence on others to interdependent relationships that empower them to attain autonomy and independence as diverse abilities and knowledge are internalized (John-Steiner & Mahn, 1996).

Implementing action research to inform instructional decision-making: Calhoun (1994) argues that teachers can adequately determine what they do in the classroom with class- and school-based data about learning, specifically the impact of implementing new strategies on student

learning. Centering action on the careful collection of data to diagnose problems, a disciplined search for alternative solutions, an agreement to act, and the conscientious monitoring of whether and how much the solution worked- with a recycling of the process, either attacking the problem again or focusing on another one- we live the problem-solving process for ourselves and model it for our students. The potential is the development of a professional ethos in which members of the organization continually strive to improve their performance by learning to solve more and more problems (Calhoun, 1994).

This theme was more evident throughout the study as it overlapped with all other themes. Teachers seemed invested and knew precisely how their PLCs worked like clockwork and that their collaboration aimed to identify the trends of strengths and growth areas. This analysis allowed them to diagnose specific gaps. They could brainstorm through their collaborative efforts to determine ways to attack those issues, close their learning gaps, and extend their learning using their students' strengths.

As the literature review in this study explains, professional development should be tailored to address teachers' specific needs and concerns (Darling-Hammond et al., 2017). Research on effective professional development programs highlights the importance of factors such as active involvement, long-term planning, problem-solving meetings, providing released time for teachers, encouraging experimentation and risk-taking, securing administrative support, facilitating small group activities, offering peer feedback, organizing demonstrations and trials, as well as incorporating coaching and leader participation activities. It is crucial to shift the perception of professional development from being viewed as a waste of teachers' time to recognizing it as time well invested. This transformation hinges on seeing teachers as active

agents in their professional growth rather than passive recipients of development efforts. (Glickman, 2002).

Research Question 3

Do bilingual teachers at a Dual Language campus identify other professional development needs that could extend the Blase and Blase Reflective Growth Model?

All six participants of this study were bilingual teachers whose first language is Spanish, so this helps them to be able to directly relate to their students and provide the necessary support for their acquisition of the English language. All six teachers were fluent in speaking, reading, and writing Spanish, so teaching their students in Spanish was almost second nature to them. Effective dual language teachers need a specialized skill set to positively impact student outcomes and support students in attaining the program's goals of bilingualism and biliteracy, high academic achievement, and socio-cultural competence (Kennedy, 2019).

Teachers in dual language education programs need native or native-like proficiency in the languages they teach. Montecel and Cortez (2002) reported that successful programs selected staff using screening measures to ensure full written and oral proficiency in both languages. Native or native-like proficiency is critical for two reasons: to provide stimulating instruction and to promote high levels of bilingual proficiency in students (Howard et al., 2018). Clark et al. (2002) reported that many of the teachers in bilingual programs needed more Spanish proficiency to participate in college-level courses conducted in Spanish. However, other educators have also noted that even when teachers possess sufficient partner language proficiency, they may not have the specific language features, discourse practices, and communicative skills in the partner language necessary for content area teaching (Aquino-

Sterling & Rodriguez-Valls, 2016; Hyland, 2009). Dual language instruction programs should ensure that professional development content supports teachers in promoting bilingualism and biliteracy, academic achievement in two languages, and socio-cultural competence. To effectively promote high levels of bilingualism and biliteracy in their students, dual language teachers must demonstrate high levels of partner language proficiency, including reading and writing skills (Howard et al., 2018).

Another area that teachers identified as not necessarily needed but would be beneficial is training in conducting their PLCs (Thessin & Starr, 2011). Though they were very proficient in conducting their meetings, they have yet to mention that PLC was a particular training they attended. However, based on the research, professional learning communities are characterized by five dimensions: shared and supportive leadership, shared values and vision, collective learning and application of learning, supportive conditions, and shared personal practice. Hord (1997) asserts that by nurturing and developing these five dimensions, school staff can evolve into a learning community. A comprehensive discussion on how to form a professional learning community is beyond the scope of a book. However, the authors have identified the following areas for starting a professional learning community (PLC). 1.) Decisions about how collaborative teams are formed or structured across the school need to be made. 2.) A cadre of teacher leaders who would help facilitate collaborative meetings need to be identified. 3.) Skills need to be identified that support teachers in becoming members of collaborative and productive teams, including establishing norms for operation. 4.) Protocols or procedures need to be established to help focus teacher meetings on important issues. 5.) Schools must find time for collaboration (Johnson, 2015).

Conclusions

In talking to the dual-language teachers of this study about how their principal promotes professional development, their responses indicated that each of the six themes discussed above was strongly present in their development as professionals. The principal's leadership reflected a solid and firm belief in providing teachers with choice in a non-threatening environment where growth and collaboration are at the forefront of their instructional decisions. The findings demonstrate direct positive effects on teachers and classroom instruction, as noted by TEA, with its "A" rated campus classification. Effective instructional leadership is embedded in the school culture, as evidenced by the participants, and the campus principal reiterates that collaboration and reflective discussions are expected and routinely practiced during their weekly PLCs. Research says that to support dual language teachers in promoting high levels of academic achievement in English and the partner language, it is recommended that effective programs provide professional development that strengthens instructional practices for diverse learners (Howard et al., 2007, 2018). Furthermore, professional development is warranted because it equips teachers to deliver instruction in culturally responsive ways that promote equitable access to grade curriculum among diverse learners and that introduce dual language teachers to strategies for effectively engaging parents and families of diverse learners (Howard et al., 2018). Professional development that builds skills in promoting socio-cultural competence among dual language learners and fortifies the development of their bilingual identities is also beneficial (Howard et al., 2007, 2018).

Implications

School leaders, particularly principals, are highly influential in shaping a school's language policy and the overall quality of schooling that English language learners receive

(Menken, 2017). For a bilingual education program to persist, school leaders cannot merely be individuals within the system who dutifully execute orders but instead must, by definition, be able to disrupt prevalent English-only policies (Shohamy, 2006). Menken and Garcia (2010) describe how even the most restrictive language education policies are actually interpreted, negotiated, resisted, and ultimately reconstructed in the process of their implementation by individuals at each level of an educational system in contexts around the world- school leaders are critical mediators of language policy implementation.

Additionally, principals attempting to develop as influential instructional leaders should work to integrate reflection and growth to build a school environment where collaboration and data analysis are crucial for improving the academic achievement of the campus and closing the gaps. In order to support school renewal and support for teacher performance, it is necessary to create an environment where open-mindedness will thrive in order to make the necessary adjustments and changes. This radical work must be led by special people who are determined and able to build a learning community (Joyce & Calhoun, 1995). Notable people who view themselves primarily as managers, as men or women of action, who "make things happen" and who "shake things up" these people are equipped to play the role required of someone who builds a learning community. The person who builds a learning community might better be described as a child or adult "developmental," someone who knows where he or she stands on the issues, someone who has a well-developed theory of teaching and learning based on the best current work in education. This individual recognizes the need for others to construct understanding on their own. He or she is comfortable with the give and take of spirited discussion; this person understands the importance of striking a balance between support and challenge, between honoring each individual's contribution to the group while at the same time

moving the group toward more powerful, disciplinary-based ways of viewing education phenomena (Prawat, 1993).

1. Talk openly and frequently with teachers about instruction. Leaders "talk" with their teachers and discuss classroom activities with them.
2. Provide time and peer connections for teachers- the successful instructional leader realizes that the mutuality of a collaborative process, rather than a single, authoritarian approach, elevates teachers as thoughtful, responsible, growing professionals. Thus, the leader not only works to develop structural conditions but also attempts to develop core human and social resources to enhance the professional community in schools and to enact school improvement and reform (Louis et al., 1996).
3. Empower teachers- Freire (1985) states that empowerment occurs within free, mutual, and critical dialogue, not judgment and evaluation.
4. Understand and embrace the challenges of change—Many researchers have described the challenge and complexity of change in schools, especially during reform and restructuring. Some believe teachers may need to be more inclined to examine their work critically. At the same time, other writings help to understand teachers' resistance to change. Resistance to change may be rooted in stereotyping or misunderstandings, the causes of which may be age-related phases, individual growth states, and age stereotyping (Rusch, 1993).
5. Lead—According to Little (1993), professional development emphasizes the "teacher as intellectual rather than teacher as technician." Wise principals balance support and

guidance with opportunity and lead from behind. They are neither heavy-handed nor afraid to push gently in the right direction (Blasé & Blasé, 2003).

6. The number of students participating in bilingual or English as a second language programs in Texas has increased by nearly 50% in the last ten years (Secondary School Completion, 2017). These Emergent bilinguals can be taught using any of the following models of bilingual education in order to develop their English language acquisition: English as a Second Language (ESL), English Immersion, Transitional Bilingual Education, and Two-way/Dual-Language education (Texas Education Code §29.053, 2019). Based on their population, school districts in Texas have to choose a bilingual program that best fits the community's needs; these may be early-exit or late-exit bilingual and dual-language programs (Whitacre, 2015). In Texas, there has been a rapid growth of immigrant families coming from Mexico and other Latin American countries. The Texas Education Agency has reported that Hispanic students are among the top ethnicities enrolled in our schools, followed by White, African American, and Asian (Secondary School Completion, 2017).

Recommendations for Future Research

Recommendations for future research include exploring the principal's characteristics and views towards bilingual education specifically dual-language instruction and leadership style, which may influence their instructional leadership orientations (Beck, 1994; Noddings, 1986). This study included seasoned female bilingual teachers whose first language was Spanish and who had decades of experience teaching emergent bilinguals. Future studies could focus on a more varied population, including new bilingual teachers and principals with varied educational backgrounds.

Another recommendation for future research is to consider the cultural relevance and responsiveness of the theoretical model. Looking through a lens of dual-language instruction and professional growth there needs to be a

Chapter Summary

Chapter 5 comprehensively interprets the interview data from the six participants in a dual-language elementary campus. The research presented the participants' rich experiences in professional learning communities and professional development training. This qualitative phenomenological case study included in-depth, semi-structured interviews with six seasoned bilingual teachers from an "A" rated elementary dual-language campus. Each participant brought valuable firsthand information and insights into the phenomenon under study. The alignment between teachers' perceptions and the Blase and Blase Reflective Growth Model of Instructional Leadership was gauged by the presence of strong professional development training, collaborative opportunities, and a supportive school culture, as reported by the teachers.

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APPENDICES

APPENDIX A

APPENDIX A

TEACHER PROTOCOL SURVEY QUESTIONS

“Teaching and Learning”

1. How does your principal promote professional development and professional growth for bilingual teachers?
2. What type of learning do you participate in to promote your growth as a teacher?
3. What professional trainings have you participated in that have helped you improve your craft?
4. What makes those professional trainings meaningful and relevant to you?

“Supporting Collaboration among Educators”

5. How does the principal structure/implement teacher collaboration?
6. Does your school implement PLC's? If yes how is it implemented?
7. What activities do you do among your colleagues that promote collaboration?
8. Do you feel that collaborating with one another helps to improve your teaching in the classroom?

“Developing Coaching Relationships among Educators”

9. Do you feel like you have a coaching relationship with your principal or admin team?
10. How does your instructional leader make you feel supported?

11. Does your principal or admin team provide specific feedback that can be easily implemented?

12. Is there follow-up on the feedback that is given to teachers?

“Encouraging and Supporting Redesign of Programs”

13. Do you have the freedom to redesign programs for students? To what extent?

14. Do you feel like you can adapt/modify the curriculum programs to tailor it to the needs of your students?

15. Does your principal/admin encourage or support your feedback regarding curriculum programs and/or resources?

“Applying the Principles of Adult Learning, Growth and Development to staff development”

16. How are your staff meetings or professional development trainings designed? Explain a typical agenda.

17. Do you have an opportunity to practice the skills learned during your professional development trainings?

“Implementing Action Research to Inform Instructional Decision-Making”

18. How does your principal use data to guide campus instructional goals and decisions?

19. Does your principal or admin team analyze the data in collaboration with the teachers/bilingual teachers?

20. Do you implement a variety of teaching strategies in the classroom that help you identify strengths and needs?

APPENDIX B

APPENDIX B

PRINCIPAL PROTOCOL SURVEY QUESTIONS

“Teaching and Learning”

1. How do you as a principal promote professional development and professional growth for bilingual teachers?
2. What type of learning do you participate in to promote your growth as a principal?

“Supporting Collaboration among Educators”

3. How do you as the principal structure/implement teacher collaboration?
4. Do you implement PLC's? If yes, how are they implemented?
5. What activities do you do among your teachers that promote collaboration?

“Developing Coaching Relationships among Educators”

6. Do you feel like you have a coaching relationship with your teachers?
7. How do you make your bilingual teachers feel supported?
8. How do you provide feedback to teachers to improve their craft?
9. Is there follow-up on the feedback that is given to teachers?

“Encouraging and Supporting Redesign of Programs”

10. Do you allow your teachers to redesign some of the programs offered? To what extent?

11. Do you feel like you can adapt/modify the curriculum programs or resources to tailor it to the needs of your teachers?

“Applying the Principles of Adult Learning, Growth and Development to staff development”

12. How are your staff meetings or professional development trainings designed? Explain a typical agenda.

13. Do you allow teachers an opportunity to practice the skills learned during your professional development trainings?

“Implementing Action Research to Inform Instructional Decision-Making”

14. As principal, what data do you use data to guide campus instructional goals and decisions? And how do you analyze it with teachers? Describe a typical data meeting.s66r45534

VITA

Selene Canales-Garcia is a dedicated and visionary educational leader committed to fostering student success and professional growth within academic communities of the Rio Grande Valley. With a strong background in Bilingual Education and Educational Leadership she has demonstrated expertise in curriculum development, teacher and leader mentorship, implementation of dual-language instruction and the fostering of a positive learning environment for all students. She holds a Bachelors Degree in Interdisciplinary Studies (2004), a Masters Degree in Bilingual/Bicultural Education (2006) both from The University of Texas Pan American and a Doctoral Degree in Educational Leadership from The University of Texas Rio Grande Valley (2024). She has over 20 years of public education experience and her passion for teaching and learning has propelled her to advocate and empower the educators and students of the RGV to reach their full potential and thrive in today's ever-changing educational landscape. Selene Canales-Garcia can be reached at selene.canales5@gmail.com.