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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

DUAL LANGUAGE ELEMENTARY TEACHER SUPPORTS IN  
ROCKY MOUNTAIN RESORT COMMUNITIES

A Dissertation Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Miguel Donald Salinas

College of Education and Behavioral Sciences  
Department of Leadership and Development:  
Higher Education and P-12 Education  
Educational Leadership and Policy Studies

December 2019

This Dissertation by: Miguel Donald Salinas

Entitled: *Dual Language Elementary Teacher Supports in Rocky Mountain Resort Communities*

has been approved as meeting the requirement for the Degree of Doctor of Education in the College of Education and Behavioral Sciences in the Department of Leadership, Policy, and Development: Higher Ed and P-12 Education, Program of Educational Leadership and Policy Studies.

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## ABSTRACT

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Dual language (DL) programs have been proven to increase student achievement (Thomas & Collier, 2002; Thomas, Collier, & Collier, 2010) but a gap remains in how to support teachers in their instruction of Spanish to both English home language and Spanish home language students. This mixed methods, explanatory, sequential design study was conducted in two Rocky Mountain resort communities in two school districts. Participants were chosen based on the research criterion of being DL elementary teachers in rural amenity-based destinations.

*The Guiding Principles for Dual-language Education* (Howard et al., 2018) was used as the conceptual framework. Data were obtained from three sources: an online survey using demographic data, the *Guiding Principles for Dual-language Education*, face-to-face interviews, and field notes. The online survey was sent to 116 elementary DL teachers in eight schools; 44 participants responded. In the follow-up face-to-face interviews, eight participants were interviewed. Data from the online survey were triangulated with transcripts from the interviews and field notes.

The main results from this study revealed elementary dual language teachers in rural amenity destinations identified several important supports related to the implementation and maintenance of a successful DL: support through human interaction such as principals and coordinators, collaboration time, a collaborative culture,

PTA/conferences, family, and community. Teachers recognized they would feel more supported if needed or desired supports were not lacking. A lack of Spanish resources and retaining qualified Spanish teachers were identified as having an impact on both English and Spanish DL elementary teachers. The implications of sharing the identified supports of this study could illuminate educators regarding the implementation or maintenance of DL programs.

*Keywords:* dual language, rural amenity destinations, two-way immersion, teacher supports

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## **CHAPTER I**

### **INTRODUCTION**

Americans are among the least likely in the developed world to speak a foreign language (Eurostat, 2018; Stein-Smith, 2016). According to researchers from the American Council on the Teaching of Foreign Languages (ACTFL, 2015), only 18.5% of U.S. kindergarten through 12th grade students were enrolled in foreign language courses from 2004 to 2008. Foreign language learning is more prevalent in countries around the world; in other nations, nearly all kindergarten through 12th grade students study a second or third language (ACTFL, 2015). According to a 2013 Gallup poll, 72% of Americans said immigrants should learn English whereas only 20% of Americans believed learning a second language was important for U.S. citizens. Approximately 34% of Americans said they spoke a second language (Gallup, 2013). However, if one subtracts 74% of Latinos who are bilingual in the United States, the percentage of Americans who speak a second language would be about 25% (Gallup, 2013). It is important to note the significant impact of bilingualism from Latinos since they are the largest minority population in the United States, representing 13% of the total population, and because the Latino school-age population is expected to grow more than 160% by the year 2050 (Fry & Gonzales, 2008; U.S. Census Bureau, 2010). In a poll of European Union citizens aged 25-64, 64.6% reported they spoke one or more foreign languages; Sweden had the highest population of speakers of a second language at 96.6% and the United Kingdom had the lowest at 34.6% (Eurostat, 2018). In Luxembourg, almost 75%

of the adult working-age population spoke three or more foreign languages (Eurostat, 2018).

In an increasingly global economy, having a multilingual U.S. population would aid in economic, military, and humanitarian needs (ACTFL, 2015). Lindholm-Leary (2001) stated, “As the world communities develop business and political relationships, there is a greater need for individuals to develop multilingual competence” (p. 1). By learning a second language, students can develop cross-cultural competence or the ability to understand different people’s perspectives (Center for Applied Linguistics [CAL], 2018). Participants in dual language (DL) programs were found to be the most likely to reach the 50th percentile on test scores in both languages (Thomas & Collier, 2002). There are even cognitive benefits to being bilingual--bilinguals outperform monolinguals on nonverbal executive control tasks at all stages of their lives (Kroll & Bialystok, 2013). The benefits of lifelong bilingualism have been proven to delay the onset of Alzheimer’s disease from four to five years (Craik, Bialystok, & Freedman, 2010).

To elucidate the current status of bilingual education, the discussion in Chapter I starts with the history of bilingual education in the United States. The political implications are explained with a brief exploration of the Civil Rights Movement and the Bilingual Education Act of 1968 followed by a more thorough analysis of the evolution of different types of DL programs. The growth of DL programs in the United States is explained with a look at the subsequent anti-immigrant climate born out of the rapid expansion of DL programs. The literature then focuses on two populations that have migrated to Rocky Mountain resort communities--working-class Latinos and affluent Whites. Specific challenges DL teachers face specific to Rocky Mountain resort

communities are presented. Chapter I concludes with the presentation of the research problem, the purpose of this study, the research question, and definitions of terms relevant to DL programs.

### **The History of Bilingual Education in the United States**

As a response to social inequalities occurring during the Civil Rights Movement in both Canada and the United State during the 1960s, bilingual programs in public schools were developed (Genesee & Lindholm-Leary, 2008). Original bilingual programs were implemented to serve the needs of monolingual students (Murphy, 2016). The first modern day bilingual program was established in 1963 at the Coral Way School in Miami, Florida by Cuban refugees in an effort to provide equitable educational opportunities to native English-speaking and native Spanish-speaking students (Genesee & Lindholm-Leary, 2008). More recently, one model of bilingual education called DL has been defined by the CAL (2018) as a program wherein the language goals are full bilingualism and biliteracy in English and a partner language with the partner language used for at least 50% of instruction at all grades. It is preferred that the DL program lasts for at least five years (CAL, 2018).

In 1968, the Bilingual Education Act, or Title VII of Elementary and Secondary Education Act, was created to serve the needs of children who came to school speaking languages other than English (Flores, 2016). Flores (2016) stated that Latino and Chicano activists advocated for the establishment of bilingual education as a way of counteracting the White “imperialist and capitalist relations of power” (p. 16).

## **Nineteenth Century**

The origins of bilingual education in the United States can be traced back to the 1800s when programs were implemented for foreigners (Ramsey, 2012). It is important to note the historical context of the term *foreigner*. As Ramsey (2012) explained, Mexicans who lost the Mexican-American War of 1848 were considered foreigners even though they had lived in the same territory for generations and Native Americans were also considered to be foreigners in their own country. Moreover, the so-called foreigners developed programs that valued multilingualism whereas the programs led by the English-speaking majority had the aim of assimilation.

To assist the so-called foreigners, “There were numerous dual-language programs developed in the United States between the 1830s and 1890s in which foreign-language speakers themselves were intimately involved” (Ramsey, 2012, p. 8). The southern Rocky Mountain county of Taos, New Mexico, was “the center of the hispanidad movement that promoted pride in New Mexico’s Spanish heritage and language” (Ramsey, 2012, p. 27). Even in the face of an English-centered curriculum, the hispanidad movement sought to preserve the heritage of New Mexican residents in 1910 (Ramsey, 2012).

## **Twentieth Century**

Continuing on into the early 20th century, *Meyer v. Nebraska* (1923) was a case brought about by a teacher named Meyer who taught German to a student. Meyer was convicted of a Nebraska law stating no other language other than English could be taught. The Supreme Court determined that due process does not allow a state to prohibit teaching children any language other than English (*Meyer v. Nebraska*, 1923).

Bilingual education also has its origins in *Brown vs. Board of Education of Topeka* in 1954, which questioned the constitutionality of segregated education and the Civil Rights Act of 1964, which declared no person could be excluded from any U.S. federally funded program (Genesee & Lindholm-Leary, 2008). As a result of the Civil Rights Act of 1964, concerns were raised about programs being exclusively in English (Genesee & Lindholm-Leary, 2008). However, 10 years after the Civil Rights Act of 1964, the case of *Lau vs. Nichols* in 1974 was brought to the Supreme Court by families of Chinese English language learners against the San Francisco School District claiming Chinese English language learners were being excluded. The Supreme Court issued a decision that school districts were obliged to take affirmative steps to help English language learners (*Lau v. Nichols*, 1974).

### **Transitional Bilingual Education**

The original focus of bilingual education programs was transitional bilingual education (TBE) with the goal of creating monolingual speakers out of English language learners through bilingual education (Murphy, 2016). Palmer (2011) explained, “TBE has been the most frequently mandated model of a relatively politically unpopular educational program for the past 30 years in the United States” (p. 118). Palmer, Martínez, Mateus, and Henderson (2014) stated, “The goal of transitional programs is for students to acquire academic English, rather than bilingualism. Students should transition into all-English instruction by upper elementary school” (p. 761). This conceptualization of language learning is subtractive--the language learner enters school with a first language (L1), and while the second language (L2) is added, the L1 is taken away (Garcia, Sylvan, & Witt, 2011). As these authors explained, subtractive language



learning focuses on only acquiring English (L1) whereas additive bilingualism values both L1 and L2, thus creating bilingual speakers.

### **Additive Bilingual Education**

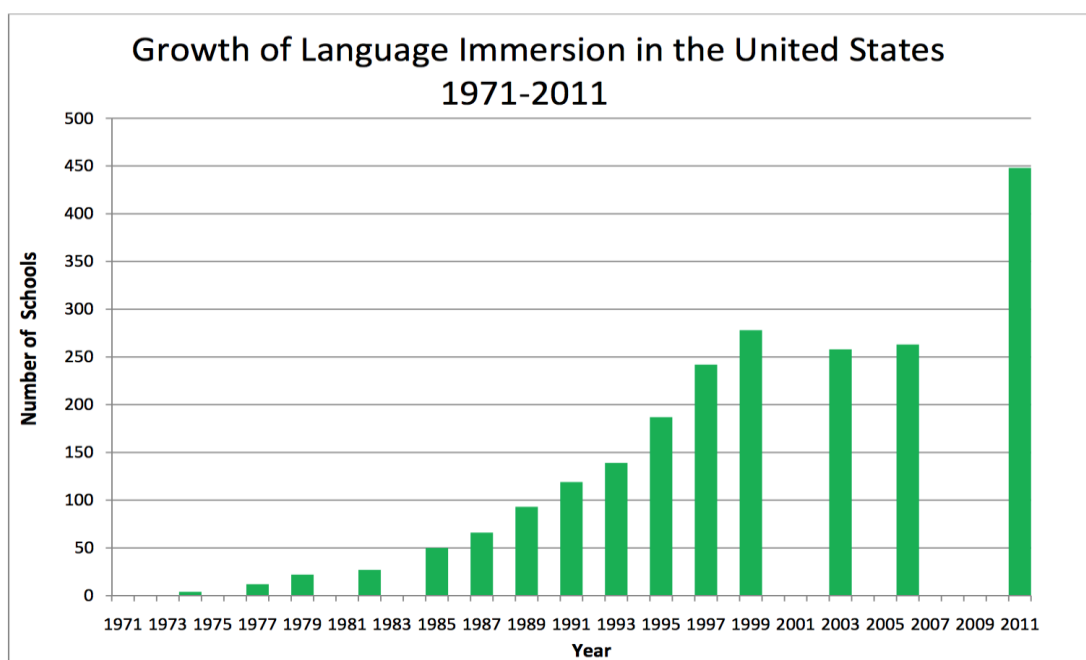
However, more recent research has shown that following an additive bilingual education model benefits both Latino emergent bilingual and non-Latino English-speaking students more than a TBE model (Thomas & Collier, 2002; Thomas, Collier, & Collier, 2010). Additive bilingualism embraces a language conceptualization that the “addition of a second language to a child’s language repertoire is a personal, social, cognitive, and economic advantage that does not need to take place at the expense of the child’s first language competence” (Genesee & Lindholm-Leary, 2008, p. 253). The most commonly accepted way to promote additive bilingualism is through two-way immersion. Defined by Howard et al. (2018), it is a program that includes “approximately equal numbers of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment” (p. 3). Palmer (2008) stated, “Two-way immersion is a model for bilingual education designed to help language minority students develop additive bilingualism while at the same time offering language majority students a chance to learn a second language” (p. 647).

### **Growth of Bilingual Education Programs**

Bilingual education programs started in 1963 with one in Miami, Florida but they have been increasing over the past four decades (CAL, 2011). Over the first 20 years of modern-day bilingual education, the number of programs remained relatively low.

Illustrated in Figure 1 are 66 programs that existed in 1987; however, the following two

decades showed a large increase from 66 programs in 1987 to 448 programs in 2011 (CAL, 2011). The data were self-reported; thus, in some instances, the immersion programs were not included because CAL researchers were not aware of the existence of all programs (CAL, 2011).



*Note.* This graph shows the growth of immersion programs in the U.S. over forty years, from 1971-2011. These data were compiled from CAL's (2011) immersion directories published over the last three decades. The directories were available in print version from 1981 until 1999, after which time the directory became available online. Data were self-reported, and in some instances, immersion programs were not included in a particular year's directory because the programs were not known to CAL. Note that the 2003 data reported here were compiled from the online directory as well as from data collected at a later date. The current directory is CAL's best attempt at searching out and including all known language immersion programs in public schools in the country. In addition, some private (independent) schools are included in the directory, though the list of these schools is not exhaustive.

*Figure 1.* Growth of language immersion in the United States (CAL, 2011).

Center for Applied Linguistics (2011) researchers reported that as of 2011, the greatest percentage of DL programs used Spanish as the second language. Spanish constituted 45%, French 22%, Mandarin 13%, and 20% other languages (CAL, 2011). English speakers tended to come from highly educated middle-class families while Spanish speakers mainly come from working-class immigrant families (Palmer, 2009b). It is important to understand the dynamics of non-Latino English-speaking students from highly educated middle-class families and Latino emergent bilingual students from working-class immigrant families through a lens of policymakers since these two demographics constitute the majority of two-way immersion program participants (CAL, 2011; Palmer, 2009b).

Around the late 1990s and early 2000s, bilingual education became “caught in a web of political confusion regarding immigration reform, educational reform, and which populations deserve dwindling financial resources” (Lindholm-Leary, 2001, p. 3). During the end of the 20th century (a period with increased attacks on bilingual education), the term *dual language* was more politically desirable (Garcia et al., 2011). Freeman (1998) stated, “Dual-language programs, which reject the mainstream US assumption of monolingualism in Standard English, can be understood as organized efforts to challenge prejudice in US schools and their local communities” (p. 10). Lindholm-Leary (2001) stated, “Dual language education is a program that has the potential to eradicate the negative status of bilingualism in the US” (p. 1). Dual language programs are under the umbrella of bilingual education (CAL, 2018). Whereas transitional bilingual education programs were created to serve the needs of English

language learners, DL programs also served the majority (Flores, 2016; Lindholm-Leary, 2001; Murphy, 2016). Lindholm-Leary stated,

The appeal of dual language education is that it combines maintenance bilingual education and immersion education models in an integrated classroom composed of both language majority and language minority students with the goal of full bilingualism and biliteracy. (p. 1)

Howard et al. (2018) added that in addition to bilingualism and biliteracy, students should develop “sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students” (p. 3).

### **Anti-Immigrant Sentiment and Biased Policy in Favor of Whites**

Despite some strides made with DL programs, political confusion regarding bilingual education continued into the turn of the 21st century (Garcia et al., 2011; Lindholm-Leary, 2001). Across the United States, five states have recently dealt with biased policy issues: California, Arizona, Colorado, Utah, and North Carolina. In California, after the passage of Proposition 227 in 1998 (cited in Palmer, 2008) that enacted an English-only statewide policy, parents had to sign waivers to confirm they wanted their children in bilingual programs. Similar legislation was passed in Arizona with Proposition 203 in 2000, which placed restrictions on bilingual and English-as-a-second-language programs and essentially mandated English-only education for English language learners (ELLs; Wright, 2005). Concerning Proposition 203, Wright (2005) asserted it was a “political spectacle, rather than democratic rational policy making with true concern for ELL students” (p. 662). In Colorado, an attempt was made to pass

similar legislation in 2002 titled Initiative 31 but the initiative was defeated (Escamilla, Shannon, Carlos, & García, 2003).

Legislation might appear beneficial to all stakeholders on the surface but an examination of Utah's policy showed it favored non-Latino English-speaking students. Valdez, Freire, and Delavan (2016) noted Utah's DL policy "primarily benefits the whiter and richer of those primarily identified with English" (p. 617). In fact, the researchers even stated that "DL is code for gentrification" (p. 617). Valdez, Delavan, and Freire (2016) noted a change in media discourse in Utah, revealing a shift from equity for ELLs toward a global human capital framework and thus implying legislation was marketed toward a new audience. In other words, Valdez, Delavan et al. (2016) stated the beneficiaries would shift "from language minoritized student groups toward more privileged student groups—and in doing so exacerbating existing educational inequalities and opportunity gaps" (p. 850). Valdez, Delavan et al. (2016) identified Utah as a forerunner, which might provide evidence of a nationwide framework policy shift favoring non-Latino English-speaking students and disregarding ELLs. It is noteworthy that a state with a small population, such as Utah with an estimated 2,763,885 residents, could influence nationwide policy in states that have larger populations with a longer history of DL education such as New York with 19,378,102 residents; Texas with 25,145,561 residents; and California with 37,253,956 residents (U.S. Census Bureau, 2010).

Despite Utah's legislation in favor of non-Latino English-speaking students, other states have programs dedicated to large populations of Latino emergent bilingual students (Garcia et al., 2011). Garcia et al. (2011) stated that high schools were created in New

York City to meet the demands of newcomer adolescent immigrants who were new to English. In California as well as in the southwestern United States, Spanish is uniquely positioned because of its historical presence and because it is the most widely spoken immigrant language (Palmer, 2008). Two-way immersion (TWI) dual language programs have demonstrated success in creating more equitable learning environments for Latino emergent bilingual students in California (Palmer, 2008).

Despite great strides to improve access to more equitable learning, Cervantes-Soon (2014) researched how North Carolina's DL Policies favored non-Latino English-speaking students. Cervantes-Soon described this neoliberal trend as appearing to be equitable but favoring non-Latino English-speaking students by commodifying the influx of Latino emergent bilingual students as linguistic resources. What was unique about North Carolina's population was that during the last two decades, there had been what the researcher referred to as a "Latin@ Diaspora" in which new waves of Latinos had immigrated to the state (Cervantes-Soon, 2014, p. 64). Cervantes-Soon used the symbol "@" to avoid the masculinist term Latino and binary notions of gender in Latina/o. North Carolina was able to contract Thomas et al. (2010) to evaluate its TWI programs and they concluded North Carolina Public Schools were following the TWI guidelines. However, Cervantes-Soon cautioned that Thomas et al. brushed over prevailing gaps of the most vulnerable and underprivileged students. With demographics rapidly changing in states such as North Carolina, the effects of policy on underprivileged students should be taken into consideration.

The DL policy is constantly changing because of sociopolitical trends. The 1960s were a period of considerable social change with concerns of social inequalities and DL

programs grew out of those concerns (Genesee & Lindholm-Leary, 2008). Anti-immigrant campaigns led by Ron Unz in the late 1990s and early 2000s resulted in changes to legislation and culminated with the outlawing of bilingual education in several states such as California, Arizona, and Massachusetts (Flores, 2016). These political actions dismantled the Bilingual Education Act of 1968's original focus on bilingualism and increased funding for programs that supported English-only and English immersion, thus enhancing English monolingualism and assimilationist ideologies (Flores, 2016).

The early 2000's anti-immigrant climate was followed with some hope for change. With the passage of No Child Left Behind Act of 2001 (NCLB, 2002), millions of dollars were earmarked to strengthen foreign language programming such as DL (Olsen Beal, Haj-Broussard, & Boudreaux, 2012). Unfortunately, high stakes testing prevented additional funding for DL programs because these funds were also allocated to other content areas simultaneously (Olsen Beal et al., 2012). As a result, respondents from a survey of 5,000 public and private schools stated, "NCLB's focus on mathematics and reading test scores had drawn attention and resources away from foreign language programs because they are not included in the law's accountability measures" (CAL, 2009, p. 6). In fact, "In a study of more than 165 respondents, over one-fifth of the respondents reported that after the passage of NCLB, their school or district had eliminated one or more grade levels in their foreign language program" (Olsen Beal et al., 2012, p. 4).

The majority of DL programs in the United States are enrichment-oriented programs that aim to foster bilingualism, biliteracy, and high academic achievement (CAL, 2018). Lindholm-Leary and Block (2010) demonstrated that Latino students

“achieve comparably or significantly higher than their mainstream peers in tests of English reading/language arts and mathematics” even when in “segregated settings of predominantly low SES” students (p. 55). There are new regions of the United States with growing Latino populations and a limited tradition of DL programs. As a result, Cervantes-Soon (2014) stated, “An increasing number of schools and districts are also beginning to embrace TWI education” (p. 64). Therefore, it is important to understand the demographics of a community when implementing a DL program.

### **Rocky Mountain Resort Communities**

Given the fact that this study’s focus was implemented in Rocky Mountain resort communities, some specific demographic data and sociocultural trends are presented from several mountain areas to illustrate the setting. In this section, the reasons people leave the cities to live in Rocky Mountain resort communities through rural amenity migration are shown (Smith & Krannich, 2000). The connection between rural amenity migration and gentrified communities in the mountains is made (Nelson & Hiemstra, 2008; Nelson & Nelson, 2011). The co-dependent relationship of working-class Latinos and affluent Whites is explained through rural amenity migration (Nelson & Nelson, 2011). Finally, the struggles of living in the mountains are connected with the challenges of dual language elementary schools in Rocky Mountain resort communities.

### **Rural Amenity Migration**

Since the 1990s, many rural places in Rocky Mountain resort communities have experienced amenity-related migration (Smith & Krannich, 2000). Amenity migration is associated with White, relatively affluent people seeking “amenity-rich places with golf courses, beautiful views and/or outdoor recreation opportunities” (Nelson & Nelson,



2011, p. 442). In rural amenity migration literature, the term *amenity migrant* was used to describe “middle- and upper-class migrants” or “wealthier domestic migrants” (Nelson & Nelson, 2011, p. 444). As a result of migrating to nonmetropolitan areas, Smith and Krannich (2000) stated, “A substantial number of rural communities in the Rocky Mountain West are currently undergoing some of the most significant demographic, economic, and sociocultural transformations in their histories” (p. 396). Nelson, Nelson, and Trautman (2014) noted in their interviews of predominantly White baby boomers that “the respondents from Routt County are discriminating ‘place shoppers’ looking for the right combination of recreational amenities (skiing) and a friendly atmosphere” (p. 127). Routt County is home to a nationally recognized ski resort in Colorado (Nelson et al., 2014). Golding (2014) stated, “Major findings have shown that natural amenities such as lakes and mountains correlate strongly with trends in rural migration and economic change” (p. 326). These patterns of affluent White rural migration have created rural gentrification (Nelson & Nelson, 2011).

### **Rural Amenity Destination Gentrification**

Rural gentrification scholars have studied Latino immigrants in terms of restructuring such as for meat packing plants but researchers have not looked more broadly at multiple forces pulling immigrants to a range of rural destinations such as amenity-rich places (Nelson & Nelson, 2011). Nelson and Nelson (2011) noted, “Nonmetropolitan U.S. Gentrification is more common in the western United States which has over 60% more counties with evidence of gentrification than if these counties were distributed proportionately around the country” (p. 349). Some examples of rural gentrification include resort destinations such as Aspen, Colorado; Sun Valley, Idaho;

and Jackson Hole, Wyoming where median housing costs far exceed the national average (Nelson, Nelson, & Oberg, 2010). As explained by Nelson et al. (2010), “Gentrifying counties are most distinct in terms of their highly valued houses, new home construction, and changes in housing tenure” (p. 348).

As a result of high property values in rural amenity destinations, immigrants are often forced to live far from their jobs and “are often housed within marginal spaces (i.e., trailer parks) or at great distances from pristine ‘destinations’” (Nelson & Nelson, 2011, p. 450). Nelson and Hiemstra (2008) noted that since Latino workers are unable to afford housing near ski resort communities they service, Latinos live in segregated communities where they have to “get to work an hour away over high mountain passes” which is difficult “in winter when road shoulders are blocked by snow banks” (p. 326).

Since Latino workers are not seen in rural amenity destinations that include Rocky Mountain resort communities due to their physical or geographical isolation, Nelson and Nelson (2011) used the term “invisible” to refer to the lack of Latinos present in rural amenity destination literature (p. 451). Nelson and Nelson noted Latinos were likely employed in spatially dispersed sectors including construction, landscape services, back room restaurant work, and cleaning services. With their housing and employment dispersed, Latino immigrant residents are not necessarily visible to many residents, visitors, or visiting researchers. (p. 451)

Latinos might not be present in rural amenity destination literature as researchers might have framed “their questions in terms of interaction between domestic amenity migrants and longtime (usually white) residents” (p. 451). It was interesting that Latinos in rural amenity destination literature were invisible given Latinos represent a large

portion of nonmetropolitan populations (Nelson & Nelson, 2011; Nelson et al., 2014). According to the U.S. Census Bureau (2010), approximately 31% of nonmetropolitan Latinos were foreign born. However, in some rural amenity destinations, more than one-half to two-thirds of Latinos were born abroad (Nelson et al., 2014). In two Rocky Mountain resort communities, approximately 56-58% of Latinos were foreign (Nelson et al., 2014). Nelson and Nelson (2011) posited that rural gentrification scholars have difficulty studying Latino immigrants as they live “some distance away from gentrifying locale” (p. 450). Nelson and Hiemstra (2008) conducted a case study in Leadville, Colorado and compared the lives of Latinos to a “parallel world” (p. 324). Nelson and Hiemstra (2008) referred to isolated dwellings of Latinos “As a spatial strategy to contain low-wage and racialized immigrant workers, trailer parks in Leadville and other mountain communities are akin to labor camps” ( p. 337).

### **Rural Linked Migration**

The labor of Latinos is needed by White migrants seeking high-amenity destinations so both migrating populations are interconnected through rural linked migration (Nelson & Nelson, 2011). Nelson et al. (2014) defined rural linked migration as White amenity destination migrants relying on “the presence of a low-skill immigrant workforce creating linkages between high-wage and low-wage migration streams” (p. 122). Since the 1990s, Routt County, Colorado has had a population growth of more than 40% and residents over age 55 have increased by 250% (Nelson et al., 2014). As a result of the population increasing,

the spending of baby boomers has stimulated expansion in various sectors including construction, property management, household services, and

restaurants, and Latino immigrants have been pulled into these areas as a result of the expanding labor demand in these sectors. (Nelson et al., 2014, p. 121)

This linked rural migration reflects a global hierarchy (Golding, 2014). Golding (2014) stated, “Rural destinations fit into a global economic hierarchy and reproduce the same dimensions of inequality unfolding in global cities” (p. 331). Golding posited rural amenity destinations “become microcosms of the society-wide inequality observed in highly globalized cities” (p. 331).

### **Challenges of Dual Language Elementary Schools in Rocky Mountain Resort Communities**

An example of global inequality in some rural amenity Rocky Mountain resort communities is the zoning of school districts. Latino students tended to live in trailer parks near public schools and attended their zoned schools. Parents of White students often chose to have their children attend schools outside of their zoned area, thus creating an imbalance in the schools. The imbalance resulted in some schools being one-way immersion instead of two-way. For example, based on personal communications with a school district representative in a Colorado mountain resort school district, some schools had populations of 95% Latino students even though the population of the surrounding community was approximately 50% White and 50% Latino (Weeping Willow, personal communication, November 2, 2018).

The high cost of living in rural amenity Rocky Mountain resort communities has caused a portion of the working-class population to be transient. The high cost of living has had an impact on both teachers and students. Children of seasonal laborers often attend school from October to March during the ski season and leave to seek alternative employment during the mud season--a term used in Rocky Mountain resort communities

to refer to the down season when there is no snow for winter activities or work.

Changing schools yearly creates gaps in students' learning (Hanushek, Kain, & Rivkin, 2004). Students who live in the mountains yearlong are not exposed to the variety of languages one would hear in an urban setting. Therefore, not as many opportunities are available for students to practice their language skills in the community (Weeping Willow, personal communication, November 2, 2018).

There is high teacher attrition and it is difficult to find or replace bilingual teachers as there is a limited pool of candidates willing to move to the isolated mountains with a high cost of living. Other deterrents for bilingual teachers are the lack of shopping areas, limited nightlife, and scarce professional growth opportunities. No large universities are nearby so teachers are dissuaded by the lack of opportunities to continue professional growth. The lack of local universities also perpetuates the limited pool of bilingual teachers (Weeping Willow, personal communication, November 2, 2018).

Given the scarce supply of bilingual teachers in the United States, some school districts in Rocky Mountain resort communities recruit foreign teachers from countries such as Spain (Cervantes-Soon, 2014; Freire & Valdez, 2017). Some school districts in Rocky Mountain resort communities have agreements with the Spanish consulate to recruit teachers from Spain. School district representatives fly to Spain to recruit bilingual teachers. The recruiters ensure Spaniards understand the environment by explaining to them of the high cost of living and limited nightlife (Weeping Willow, personal communication, November 2, 2018).

When teachers work in Rocky Mountain resort communities, professional development tends to be run by local representatives due to geographical isolation. Some

school districts dedicate time to teach Spaniards the culture of the continental United States since foreign teachers are not accustomed to teaching in U.S. schools. School districts are able to send some teachers to professional development opportunities in other states but the funding for dual language programs is much less than it would be in an urban setting (Weeping Willow, personal communication, November 2, 2018).

### **Research Problem**

Little is known about how DL elementary teachers perceive supports in the implementation and maintenance of DL programs in rural amenity destinations in Rocky Mountain resort communities. Since the 1990s, many rural places in Rocky Mountain resort communities have experienced amenity-related migration with influxes of Latino and White populations (Smith & Krannich, 2000). Rocky Mountain resort communities tend to have working-class populations of Latinos contributing to the ski industry with affluent Whites (Nelson & Nelson, 2011). In some Rocky Mountain resort communities, approximately 56-58% of Latinos are foreign born (Nelson et al., 2014). Kucsera and Flaxman (2012) stated that in Western states, “The share of Latino students attending intensely segregated minority schools has increased steadily over the past four decades” (p. 3). In fact, Kucsera and Flaxman added, “Three out of four Latino students in the West attend schools with less than 10% of white classmates. This results in a large number of English Language Learners in schools” (p. 4). Research has been done on rural amenity destinations in terms of gentrification but little in terms of DL teacher supports in Rocky Mountain resort communities (Golding, 2014; Nelson & Hiemstra, 2008; Nelson & Nelson, 2011; Nelson et al., 2014). Teachers across the United States face a variety of concerns in their DL programs such as high stakes testing for statewide

English tests, English dominance, White dominance, discrimination against minorities, difficulty of finding qualified bilingual teachers, challenges with recruiting teachers from Spanish speaking countries, a neoliberal agenda impeding language acquisition, and the assumption white students would fare well. Teachers in DL programs in Rocky Mountain resort communities face all aforesaid challenges. However, a gap exists as to how DL teachers might identify supports in the implementation and maintenance of a DL program in rural amenity destinations.

### **Purpose Statement**

The purpose of this study was to analyze the experiences of DL elementary teachers working in school districts in rural amenity destinations in Rocky Mountain resort communities. I studied DL elementary teachers to determine how they identified supports in the implementation and maintenance of DL programs by using the *Guiding Principles for Dual-language Education* (Howard et al., 2018) as a conceptual framework.

### **Research Question**

Decades of research have been compiled on the academic benefits of students in DL programs (Freeman, 1998; Howard et al., 2018; Lindholm-Leary, 2001; Thomas & Collier, 2002, 2009). Howard et al. (2018) identified seven strands of successful programs. Some research has been conducted on the experiences of DL teachers and how to support them with pedagogical strategies (Hamman, 2018; Lindholm-Leary & Block, 2010; Martinez, 2010; Palmer, 2009b; Tedick & Young, 2018). However, a gap existed in the literature on rural amenity destinations as researchers might find it difficult to follow migrating populations of Latinos (Nelson & Nelson, 2011). Based on the

limited research understanding the supports teachers in DL identified in rural amenity destinations, the following research question guided this study:

- Q1 What supports do teachers in dual language schools in rural amenity destinations identify related to the implementation and maintenance of a successful dual language program?

### **Definition of Terms**

Linguistic research has many terms specific to the field. Therefore, it was important to define terminology to maintain consistency. These definitions provided a common understanding for this study. The following terms are referred to throughout the literature review and in the research. For the purposes of this research, *second language* always refers to Spanish even though it could be any given number of languages based on other DL models.

*Dual language programs* are a type of bilingual education in which two languages are used for instruction (CAL, 2018). For this study, I used the definition of dual language programs as described by Howard et al. (2018),

any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students. (p. 3)

A *program* will be defined as any “school that offers dual language instruction regardless of whether the program functions as a strand within a school or as a whole school” (Howard et al., 2018, p. 4). A *strand program* means some students in a school are enrolled in a DL program while the rest of the school operates as a traditional



English-only program (CAL, 2018). Many schools administrators start their DL programs with a strand and then convert it to a whole-school program (CAL, 2018).

Dual language immersion programs can be either *two-way* (TWI) or *one-way* (CAL, 2018). Howard et al. (2018) stated, “Two-way programs included approximately equal numbers of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment” (p. 3). A one-way program is divided into two sub-terms depending on the linguistically homogeneous groups of students served: developmental bilingual programs and foreign or world language immersion. Howard et. al. defined developmental bilingual programs as “programs in which all students are proficient in the partner language but not in English at the time of enrollment” (p. 3). Foreign or world language immersion was defined as “monolingual or dominant English” students at the time of enrollment (Howard et al., 2018, p. 4). A type of TWI program is the 50/50 model. Lindholm-Leary (2012) stated, “In the 50:50 model, students receive half of their instruction in English and the other half of their instruction in the partner language throughout all of the elementary years” (p. 257).

Understanding the changing demographics of students helps administrators determine whether their DL program is one-way or two-way; an example of a unique sociocultural demographic transformation is in rural amenity Rocky Mountain resort communities (Howard et al., 2018; Smith & Krannich, 2000). *Rural amenity destinations* are typically sought by affluent White amenity migrants for “golf courses, beautiful views and/or outdoor recreation opportunities” (Nelson & Nelson, 2011, p. 442). Rocky Mountain resort communities tend to have high populations of foreign-born Latinos due

to the demand of affluent White rural amenity migrants (Nelson & Nelson, 2011; Nelson et al., 2014). Rural amenity destinations are comprised of predominantly working-class Latinos and affluent White residents (Nelson & Nelson, 2011; Nelson et al., 2014).

*Rocky Mountain resort communities* are located in the Rocky Mountain West with nationally recognized ski resorts. Rocky Mountain resort communities are rural amenity destinations with the specific lure of skiing or outdoor recreation opportunities to White amenity migrants (Nelson & Nelson, 2011). *White amenity migrants* “are empty nesters making the decision to move to the countryside in their late 50s and early 60s” (Nelson et al., 2014, p. 121). White amenity migrants seek natural amenities often associated with certain rural destinations (Nelson et al., 2014). Latino immigrants are drawn to rural amenity destinations to work in the service industry because of the needs of White amenity migrants.

Commonly used terms to describe people from Spanish speaking countries and people from the United States with Spanish speaking ancestry are *Latino* and *Hispanic* (Planas, 2013). It is important to recognize that most people from Latin America, Spain, or of Latin American or Spanish descent in the United States prefer to be identified by their country of origin or of ancestry (Planas, 2013). The term *Chicano* is often associated with the Civil Rights Movement of the 1960s so not all Mexican-American citizens identify with this term (Donato, 1997). For the purposes of this literature and study, the term *Latino* was used to encompass anyone from Latin America, Spain, or of United States of Latin American or Spanish descent.

## **Conclusion**

The history of bilingual education is filled with waves of segregation and political confusion in the United States (Lindholm-Leary, 2001; Ramsey, 2012). The number of DL programs has been increasing over the past 30 years because it has been demonstrated repeatedly that DL programs increased student achievement (CAL, 2011; Garcia et al., 2011; Howard et al., 2018, Lindholm-Leary, 2001; Lindholm-Leary & Block, 2010; Thomas & Collier, 2002, 2009). Despite all the known benefits, anti-immigrant protesters still challenge DL programs in the 21st century (Flores, 2016). A gap in the literature exists regarding working-class Latinos and affluent White amenity migrants in Rocky Mountain resort communities. This gap is most likely compounded with specific challenges DL elementary teachers face specific to Rocky Mountain resort communities. To better understand the phenomenon of supports DL elementary teachers identified, a review of the literature is provided in Chapter II by reviewing DL programs, highlighting positive aspects of DL education, and acknowledging concerns of DL programs.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Explanation of Dual Language Programs**

Dual language (DL) teachers face a multitude of factors while working at elementary DL schools. However, “the specific needs of dual language education are not tracked nationally” (U.S. Department of Education, 2015, p. 78). To better understand DL programs, a brief overview of DL programs and models is provided. For the purposes of this review and study, bilingual education is an umbrella term for many types of programs in which two languages are taught; dual language education is one such program according to the Center for Applied Linguistics (2018). An overview of some of the positive aspects of DL programs such as increased literacy rates, better achievement on English tests, and growth in intercultural competence is presented. Subsequently, the physiological cognitive benefits of DL programs and pedagogical components of a successful DL program are discussed. However, to maintain authenticity, it is important to understand where there is room for improvement in DL programming. Therefore, the focus of the literature review was on current concerns in the field of DL education. The concerns are divided into the following sections: high stakes testing for statewide English tests, English dominance, teachers’ influence of White dominance, DL programs discrimination against minorities, difficulty of finding qualified bilingual teachers, challenges with recruiting teachers from Spanish speaking countries, a neoliberal agenda, and the assumption White students would fare well. Finally, Howard et al. (2018)

explains research-based effective strategies regarding implementation and maintenance of DL programs through the *Guiding Principles for Dual-language Education*.

Dual language programs are on the rise in the United States (CAL, 2011). The CAL (2011) estimated the number of immersion schools in the United States grew from 278 to 448 between 1999 and 2011. Two-way-immersion bilingual education, the most common form of instruction, was the transitional model in which the main goal was acquiring English (Murphy, 2016; Palmer et al., 2014). Murphy (2016) stated that under the transitional model, “once a student had become proficient in the second language (L2), he or she was placed in a monolingual class and received no further instruction in his or her first language (L1)” (p. 46). However, current dual language programs focus on both L1 and L2 languages as the importance of both is recognized. As stated by Murphy, “DL programs make it possible for native English speakers and speakers of other languages to develop literacy, learn from each other, and learn academic content in a cooperative, academically rigorous setting” (p. 45). In addition, Thomas and Collier (2002) conducted a five-year research study (1996-2001) that investigated program model participation and academic achievement in selected districts across the United States. Dual language participants were found to be the most likely to reach the 50th percentile on test scores in both languages (Thomas & Collier, 2002). These high test scores demonstrated the effectiveness of DL programs for students across the nation. Thomas and Collier (2002) also added that DL students were the least likely to drop out of school. Thomas and Collier (2009) conducted a similar three-year, cross-sectional, longitudinal study to evaluate education programs for English learners in North Carolina Public Schools and found students in DL programs regardless of race, ethnicity,

language, or socioeconomic status achieved higher reading and mathematics test scores compared to students enrolled in other programs. Therefore, it is crucial that DL programs are properly understood in order to support their effectiveness.

Multiple approaches to teaching two languages can vary based on the needs of the community or students. There are three types of immersion programs: total immersion (i.e., at least 90% of instruction is delivered in the target language), partial immersion (i.e., approximately 50% of instruction is delivered in the target language), or two-way or dual immersion (i.e., equal emphasis is placed on English and a second language with content taught in both languages; Olsen Beal et al., 2012). Some current programming focuses on teaching two languages as separate entities while other programs focus on translanguaging--switching between both languages during a lesson. Palmer et al. (2014) stated, "If our goal as educators is to develop bilingual students, it seems wise to normalize translanguaging in the classroom" (p. 759).

Determining the DL program that best supports students and teachers has its challenges. According to Durán and Palmer (2014), two-way dual language programs focus on the importance of using both languages to learn. Whereas some other bilingual programs see being bilingual as a hindrance in which the native language needs to be phased out so students are fluent in the dominant language. Many studies have been conducted in which school districts have the best intentions of implementing a DL model but high stakes testing and different cultural perspectives prevented them from consistently adhering to the model (Palmer, Henderson, Wall, Zúñiga, & Berthelsen, 2016; Palmer & Martinez, 2013). Durán and Palmer stated, "Even in a programme that positions language as a resource, students often acquire negative beliefs and attitudes

toward their home language” (p. 368). Although teachers have the best intentions of implementing a practice, social prestige might take precedence, meaning students revert to speaking English (Durán & Palmer, 2014). Howard et al. (2018) stated, “The less socially prestigious language in a society is the one subject to language loss” (p. 16). Teachers need to have proper supports in place to deal with such factors while implementing a program. Additionally, these authors recommended, “To promote the prestige of the partner language and counteract the dominant status of the mainstream society’s language, the partner language must receive more focus in the early stages of a dual language program” (Howard et al., 2018, p. 16). Dual language stakeholders should consider structure and instructional strategies during the implementation and maintenance of a program (Howard et al., 2018).

In a study from Texas, teachers were so concerned with test scores that they were unable to adhere to their model. Palmer et al. (2016) stated, “The pressure to prepare children for high-stakes testing ultimately led to the dismantling of the dual language bilingual education (DLBE) program in both schools” (p. 393). Palmer et al. also noted that lack of training, insufficient materials, and conflicting curricular mandates were further obstacles. Moreover, it was noted that within the classrooms, native speakers of English were often ill-prepared in the second language so the teachers often reverted to English explanations to support them (Ballinger & Lyster, 2011; Palmer et al., 2016).

### **Teachers Feel Pressured**

Accountability pressures focused on test preparation leading to sanctions are the main reasons teachers leave the profession (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Sutcher et al. (2016) explained that accountability pressure as the most

frequently cited area of dissatisfaction was listed by 25% of teachers who left the profession. One accountability measure put in place as of 2001 was Title III, which was a reauthorization of the Elementary and Secondary Education Act (ESEA, 1965) or the NCLB (2002). Under NCLB, educators moved “the provisions concerning ELs to Title III and increased the focus on promoting English acquisition and helping ELs meet challenging content standards” (U.S. Department of Education, 2015, p. 7). Regarding English language proficiency (ELP), “Title III of the *Elementary and Secondary Education Act* (ESEA) requires that states adopt ELP standards and ELP assessments to measure student progress in acquiring proficiency in English” (U.S. Department of Education, 2015, p. xii). State educators were able to choose if they wanted to establish partner language proficiency standards and/or assessments to guide and measure acquisition of a second language. According to the U.S. Department of Education (2015),

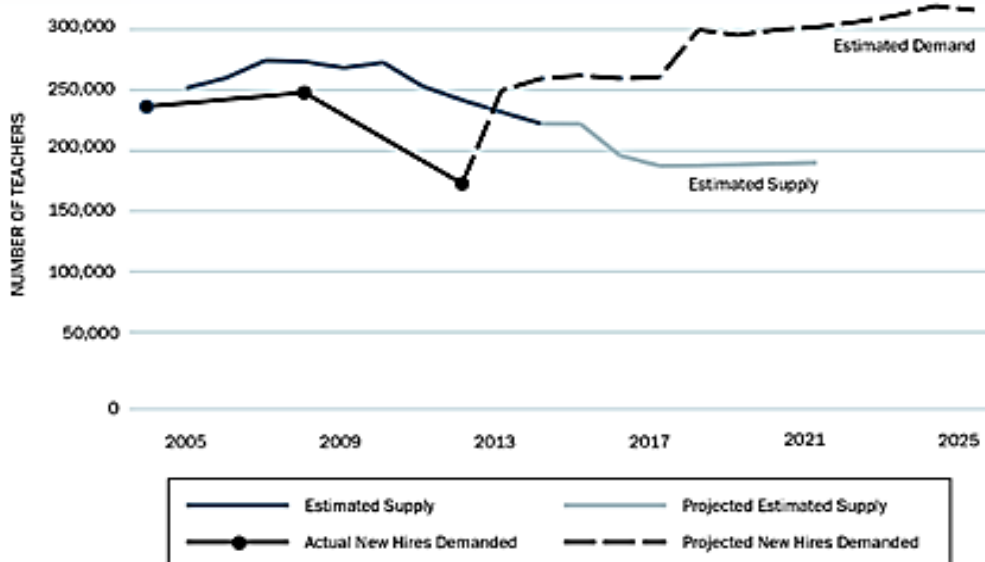
states must use ELP assessment results to hold Title III-funded districts accountable for achieving state-determined Annual Measurable Achievement Objectives (AMAOs) which include performance goals for the number/percentage of ELs making progress toward learning English and attaining proficiency in English. (p. xiii)

### **High Bilingual Teacher Turnover and Teacher Shortage**

High teacher turnover is prevalent across the United States (Sutcher et al., 2016). As illustrated in Figure 2, not enough qualified teachers are currently applying for teaching jobs to meet the demand in all locations and fields. Locations such as urban and rural areas have been shown to have perennial shortages (Sutcher et al., 2016). Bilingual



teachers are no exception to the trend of high teacher turnover. Bilingual education is considered a high-need field (U.S. Department of Education, 2015). In fact, as Sutchter et al. noted, more than 30 states identified high levels of shortages for teachers of English learners. The U.S. Department of Education (2015) conducted a report on dual language teachers in six case studies and interview respondents identified the shortage of qualified teachers as a challenge to implementing dual language programs.



Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 in the report for full analysis).  
Source: U.S. Department of Education, multiple databases (see Appendix A in full report).

*Figure 2.* Projected teacher supply and demand (Sutchter et al., 2016, p. 15).

Teacher turnover and a shortage of qualified bilingual teachers have had a significant and negative impact on student achievement (Howard et al., 2018; Ronfeldt, Loeb, & Wyckoff, 2013). Howard et. al. (2018) explained how linguistic input and equity could be impaired by the shortage of bilingual teachers:

Because of the shortage of bilingual teachers, some teachers providing only English instruction are not proficient in the partner language. But it is important that these teachers be able to at least understand their students' mother tongue in the initial stages of language learning. A teacher who does not understand the students' native language cannot respond appropriately to the children's utterances in that language. In this case, comprehensible input, as well as linguistic equity in the classroom, may be severely impaired. (p. 91)

If the teacher does not understand what the student is saying, communication is not taking place and the child might not have the same learning opportunities as other students (Howard et al., 2018).

### **Positive Aspects of Dual Language Programs**

The desired outcome of a DL program is for students to become bilingual and biliterate but these programs can be valuable in other areas such as increasing literacy rates and test scores (CAL, 2018). Thomas and Collier (2002) stated that DL participants were found to be the most likely to reach the 50th percentile on test scores (in both languages) and the least likely to drop out of school. However, such programs must be implemented correctly. Murphy (2016) stated that launching and maintaining a DL program is an achievable goal for almost all school districts. If DL programs are implemented correctly, they make it possible for native English speakers and speakers of other languages to develop bilingual literacy (Murphy, 2016). The Seal of Biliteracy (2019) was introduced in California in 2012 to further promote DL education by recognizing a student who has attained proficiency in English and one or more other world languages by high school graduation (National Association for Bilingual

Education, 2018). When students graduate with the Seal of Biliteracy, it is placed on their high school diploma or transcript to recognize their bilingual status (National Association for Bilingual Education, 2018). Although the Seal of Biliteracy started in California, it grew to 13 states participating in 2015; 30 states are currently participating with 10 states waiting to be approved (Seal of Biliteracy, 2019).

In addition to bilingualism, students learn how to interact with other children better through DL programs (CAL, 2018; Howard et al., 2018). Students can develop cross-cultural competence or the ability to understand different people's perspectives (CAL, 2018). In DL programs, "students learn from each other, and learn academic content in a cooperative, academically rigorous setting" (Murphy, 2016, p. 45). This not only creates a culturally rich learning environment but a more positive classroom atmosphere. Garcia et al. (2011) posited that 21st century multilingual/multicultural classrooms must focus on negotiating challenging academic content by building on different pedagogical language practices.

### **Cognitive Advantages of Bilingualism from Childhood to Adulthood**

The advantages of being bilingual have been found in both metalinguistic awareness and executive control (Bialystok & Barac, 2012). Kroll and Bialystok (2013) stated,

In the realm of cognitive processing, studies of executive function have demonstrated a bilingual advantage, with bilinguals outperforming their monolingual counterparts on tasks that require ignoring irrelevant information, task switching, and resolving conflict (p. 497). ...Bilingualism alters the structure and function of the mind (pp. 497-498). ...Bilingualism forces language

processing to be carried out differently than it is for monolinguals, primarily because of joint activation of the two languages, leading to a reorganisation of both linguistic and cognitive systems. (p. 504)

In fact, bilinguals outperformed monolinguals on nonverbal executive control tasks at all stages of their lives (Kroll & Bialystok, 2013). An example of a nonverbal executive control inhibitory Stroop interference test can be seen in Figure 3. This test requires the participant to “ignore irrelevant information, task switching, and resolving conflict” (Kroll & Bialystok, 2013, p. 497). For example, the participant looks at the color red written in the color yellow; the participant then ignores the color yellow to say the word is red. Kroll and Bialystok stated, “The presence of a printed word (i.e., a colour name) influences performance in a simple perceptual naming task (i.e., the font colour), with facilitation when the colour name and colour are congruent, and interference when they are incongruent” (p. 499).

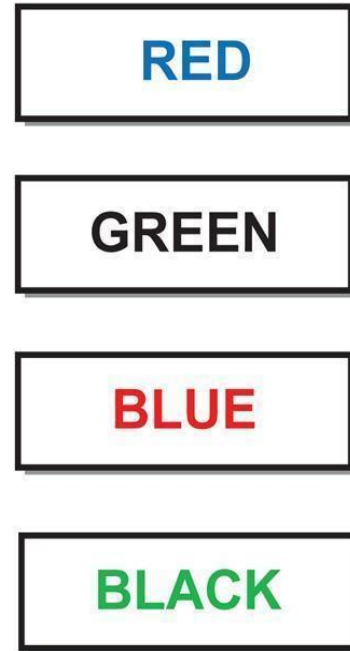
According to Carlson and Meltzoff (2008), executive control develops earlier in bilingual children than in comparable monolinguals. In their study of 50 kindergarten children drawn from three language groups (native bilinguals, monolinguals [English], and English speakers enrolled in second-language immersion kindergarten), Carlson and Meltzoff demonstrated that bilingual children performed better than English monolinguals and English speakers enrolled in a second-language immersion kindergarten on executive functioning. Carlson and Meltzoff used the dimensional change card sort (DCCS) task, a well-established assessment of executive function for preschool children, and found “the relative advantage was significant for tasks that appear to call for managing conflicting attentional demands” (p. 282). This study was

noteworthy as “executive function is recognized as a critical component of cognitive and social development” during childhood (Carlson & Meltzoff, 2008, p. 284).

Set 1 (Congruent):



Set 2 (Incongruent):



*Note.* Sample stimulus sets from the Stroop task. The Stroop effect refers to the fact that naming the colour of the first set of words is easier and quicker than naming the colour of the second set of words. (In the within-language condition, participants name the ink colour in English; in the between-language condition, they name the ink colour in a language other than English; Marian, Blumenfeld, Mizrahi, Kania, & Cordes, 2012, p. 18).

*Figure 3.* Stroop interference test.

Gold, Kim, Johnson, Kryscio, and Smith (2013) stated, “Recent behavioral data have shown that lifelong bilingualism can maintain youthful cognitive control abilities in aging” (p. 387). The performance on cognitive tasks is “in part the result of more efficient use of neural resources” (Gold et al., 2013, p. 394).

The effect does not appear to be attributable to such possible confounding factors as education, occupational status, or immigration. Bilingualism thus appears to contribute to cognitive reserve, which acts to compensate for the effects of accumulated neuropathology. (Craik et al., 2010, p. 1726)

In a study of 110 participants, Gold et al. (2013) noted, “Lifelong bilingualism offsets age-related declines in the neural efficiency for cognitive control processes” (p. 387). An example of an age-related decline in neural efficiency is Alzheimer’s disease (Craik et al., 2010).

The benefits of lifelong bilingualism have been proven to delay the onset of Alzheimer’s disease from four to five years (Craik et al., 2010). In a study of 211 patients (102 bilingual and 109 monolingual) diagnosed with Alzheimer’s disease, it was found that “bilingual patients had been diagnosed 4.3 years later and had reported the onset of symptoms 5.1 years later than the monolingual patients” (Craik et al., 2010, p. 1726). The neurological explanation of the delay was best described by Gold et al. (2013) who stated, “Our results suggest that benefits of lifelong bilingualism are based upon a shift in cognitive control processing from effortful to more automatic” (p. 394). Craik et al. (2010) stated, “Bilingualism is a cognitively demanding condition that contributes to cognitive reserve in much the same way as do other stimulating intellectual and social activities” (p. 1728). Gold et al. concluded, “It appears that the lifelong bilingual experience of continuously switching between two languages strengthens general-purpose executive control systems, maintaining their neural efficiency in aging” (p. 394).

**Pedagogy for a Successful Dual Language Program:  
From 20th Century Code-Switching to 21st  
Century Translanguaging**

Recent research has shown that bilingualism is fluid as bilingual speakers are continuously switching between two languages; thus, the bilingual brain should not be seen as two separate entities (Garcia et al., 2011; Gold et al., 2013). Palmer and Martinez (2013) posited that classroom practices help students develop social identities through bilingualism. Languages should not be separate as bilingual students naturally switch between languages with fluidity (Garcia et al., 2011). In the past, materials to teach DL were completely divided and focused on separation by having two separate teachers or two segments of the day dedicated to keeping the languages apart (Palmer & Martinez, 2013). A relatively new term used to explain the linguistic fluidity between two languages is translanguaging. Translanguaging is best defined by Garcia et al. (2011) in terms of a social practice as follows:

Translanguaging includes codeswitching - defined as the shift between two languages in context - and it also includes translation, but it differs from both of these simple practices in that it refers to the process in which bilingual students make sense and perform bilingually in the myriad ways of classrooms - reading, writing, taking notes, discussing, signing, and so on. (p. 389)

Students moving between languages is common practice. Students take advantage of the multiple linguistic ways of communicating traditionally as one would as a monolingual with the added opportunity to move between languages through code-switching.

## **Code-Switching**

Spanish-English code-switching is a component of translanguaging (Martinez, 2010). It is often referred to as “Spanglish” in layman’s terms, which tends to also carry a pejorative meaning (Martinez, 2010, 2013). Spanglish is a combination of Spanish and English. The term Spanglish is recognized by most linguists as a hybrid language practice called code-switching (Martinez, 2010). Therefore, the terms Spanglish and Spanish-English code-switching are used interchangeably henceforth. Code-switching has been documented in research since the late 1960s (Martinez, 2010). However, Garcia et al. (2011) noted 20th century pedagogies of teaching viewed the bilingual brain as two separate entities so the languages should be taught separately. Garcia et al. argued this conceptualization of strict language arrangements was a 20th century diglossic view. Diglossic is defined as keeping two varieties apart, which in this context would mean language separation (Diglossia, 2018). Garcia et al. asserted that heteroglossic, bilingual conceptualizations are needed in the 21st century where multilingual students employ complex discursive practices through translanguaging. Heteroglossia (2018) is a diversity of voices, styles of discourse, or points of view. From the 21st century shift to multilingualism/multiculturalism (Garcia et al., 2011), one can see the importance of having a diversity of voices, discourse, and points of view.

## **Pedagogy of Translanguaging**

Palmer (2009a) recognized that translanguaging has often been stigmatized and discouraged by educators as there has been a general mindset that languages need to be taught separately. Durán and Palmer (2014) found translanguaging has always been a practice in bilingual communities but it has not been accepted in pedagogy until recently.



Duran and Palmer noted in a study of elementary students in Central Texas that “Crestview students accepted and validated translanguaging as an appropriate practice in a pluralist space” (p. 377). Durán and Palmer explained that a pluralist discourse is one in which the home language of the students is valued and multilingualism is worth cultivating.

A popular misconception has been code-switching is ineffective. However, literature established that code-switching is a systematic, intelligent practice and reflects proficiency in both languages (Martinez, 2010). Historically, code-switching has been seen as a crutch but recent research demonstrated it is an intelligent way to make meaning in a situation (Martinez, 2010). It is clear code-switching is something that should be encouraged and not discouraged in conjunction with translanguaging (Martinez, 2010). Many teachers and programs still operate by teaching the two languages as two separate entities. In fact, Palmer et al. (2014) stated, “The policy of strict separation of languages for academic instruction dominates dual language bilingual education programming” (p. 757). Cummins (2007) questioned this conceptualization by calling it two solitudes and argued no empirical data supported the separation of languages. Palmer and Martinez (2013) asserted that teachers need to change their perspective on language instruction and normalize bilingualism by framing it as a social and cultural practice.

Translanguaging is not a bifurcating practice of saying one word in English and another in Spanish; rather, it should be viewed as a complex discursive practice that enables students to communicate using academic language (Garcia et al., 2011). Students use both languages to make sense of the world. Garcia et al. (2011) stated that

translanguaging “refers to the process in which bilingual students make sense and perform bilingually in the myriad ways of classrooms-reading, writing, taking notes, discussing, and so on” (p. 389). Creese and Blackledge (2010) found a pedagogy of translanguaging enabled teachers to draw connections among the social, cultural, and linguistic domains of their lives, creating a more permeable movement between languages as opposed to a strict separation. It is much more complex than simply choosing one word from a language. In fact, Creese and Blackledge argued for a release from monolingual instructional approaches and advocated teaching bilingual children by having both languages taught alongside one another and not as two separate entities. Cummins (2007) moved away from the L1/L2 conceptualization of “two solitudes,” arguing minimal evidence supported that neither dual language nor foreign languages were best taught in isolation.

Garcia et al. (2011) conducted a study on a network of U.S. secondary schools for newcomer immigrants known as international high schools (IHSs) and found students were able to make-meaning of languages by translanguaging. More specifically, Garcia et al. observed, “There is a multilingual plurilingual model serving immigrant students with many different home languages and supporting the use of students’ many languages in sense-making and learning” (p. 392). What was most impressive of IHSs was they had a 13% higher graduation rate of emergent bilingual adolescents in all high schools in New York City (Garcia et al., 2011). By allowing students to process in multiple languages, IHSs have demonstrated that translanguaging can even increase graduation rates (Garcia et al., 2011).

### **Form-Focused Instruction**

Another approach to address language acquisition is by means of form-focused instruction (FFI). Sometimes students' desire to communicate without focusing on grammar fossilized incorrect grammar. Skehan (1996) explained that the pressure to communicate without attention to form might lead to "undesirable fluency." This undesirable fluency or fossilization of grammatical errors leads non-Latino English-speaking students to repeat the same memorized mistakes. Skehan warned of the dangers of only focusing on communication by explaining, "Excessive pressure to communicate...may result in transitional forms fossilizing as accessible exemplars which are easy to use, appear to have communicative effectiveness, but are incorrect" (p. 49). Thus, students end up with fossilized grammar that is incorrect.

Form-focused instruction is a methodology implemented to focus more on language as opposed to content. Tedick and Young (2014) asserted underdeveloped language proficiency was partly due to teachers' tendency to neglect language during content instruction; they suggested FFI could be a possible solution. Tedick and Young performed a study in which they focused on two past tense forms in Spanish, the preterit and imperfect, and they found three salient themes on FFI: (a) increased teacher awareness of language forms and student language use, (b) increased students' language awareness, and (c) the nature of classroom interaction pre- and post- FFI. As teachers become more aware of language forms, they are able to implement structures that are beneficial to students; recasting is one of those structures.

The Center for Advanced Research on Language Acquisition (2018) defined recasting as the teacher implicitly reformulating the student's error or providing the

correction without directly indicating a student's utterance as incorrect. For example, if a student said, "I goed to school," the teacher would recast and say, "Oh, you went to school." As a form of corrective feedback, the teacher would either ignore students' errors or use corrective feedback such as recasts (Tedick & Young, 2014). While recasting, the teacher would encourage the use of the correct form. "Such corrective feedback, while relatively new to students, did appear to increase their accurate use of language" (Tedick & Young, 2014, p. 797).

Much debate still exists about the effectiveness of translanguaging and FFI. Howard et al. (2018) recognized translanguaging strategies were "for maintaining and further developing bilingualism in children who already have at least some knowledge of both languages and are not optimal for immersion or two-way students who are new learners of a second language" (p. 52). Students might find it easier to switch to the majority language of English. Howard et al. cautioned, "Widespread use of English during partner language time should be discouraged so that students have maximal opportunities to further develop the partner language" (p. 52). Regarding FFI, Howard et al. recognized "a need for formal instruction in the second language" but they emphasized, "This does not mean traditional translation and memorization of grammar and phrases" (p. 48). Considering the difficulty in balancing instructional strategies, DL teachers should be trained in both educational pedagogy as well as equity pedagogy (Howard et al., 2018).

### **Concerns of Dual Language Programs**

Although there have been documented successes with student achievement in DL programs (Garcia et al., 2011; Thomas & Collier, 2002, 2009), several concerns still face

educators in the implementation of DL programs such as high stakes testing for statewide English tests, English dominance, teachers' influence of White dominance, DL program discrimination against minorities, difficulty of finding qualified bilingual teachers, challenges with recruiting teachers from Spanish speaking countries, a neoliberal agenda, and the assumption that White students would fare well. The following sections focus on major concerns facing DL programs that are challenging to DL teachers.

### **High Stakes Testing for Statewide English Tests**

A study conducted by Palmer et al. (2016) highlighted how the demands of high stakes testing could negatively impact a DL program. According to Palmer et al., the pressure to prepare children for high-stakes testing ultimately had such a negative effect that it led to the failure of the dual language bilingual education (DLBE) program in Texas schools. The statewide test the teachers were aiming toward was the State of Texas Assessment of Academic Readiness (STAAR; Texas Education Agency, 2019). Palmer et al. aimed “to explore the collaborative sensemaking of two different teams of 3rd grade teachers as they navigate the dual mandates of DLBE bilingual program and Texas’ STAAR accountability system” (p. 396). Given that STAAR testing was in English, energy was taken away from Spanish instruction. The program was implemented to improve test scores but “high stakes accountability pressures complicated its implementation” (Palmer et al., 2016, p. 398). In a related study, Palmer and Martinez (2013) noted teachers were often under intense scrutiny and had to follow rigid curricula to prepare children for standardized assessments in English. Preparing solely for English assessments did not allow for an equal balance with Spanish instruction.

Even though DL models were structured to have specific amounts of time dedicated to the target language, teachers prioritized lessons in English to prepare students for statewide tests in English. Hamman (2018) conducted a study on a third grade two-way DL classroom that was supposed to be conducted 70% in Spanish and 30% in English. Hamman found this guideline was rarely followed due to the pressure to prepare students for third grade standardized assessments. Both teachers and students recognized the importance of learning to read, write, speak, and listen to English in relation to standardized tests. Since it was recognized that English was the only accountability measure of academic achievement, it naturally was given more importance as it was the language of high stakes (Varghese & Park, 2010). In an ethnographic investigation by Potowski (2004) of a DL program, during Spanish time, students were told to complete reading and math journals in English. This restructuring of the lessons was around the time two statewide tests were about to take place at the school (Potowski, 2004). The importance of English for high stakes testing caused teachers to ignore their DL program models when the pressure was felt by them to perform well (Hamman, 2018; Potowski, 2004).

### **English Dominance**

English dominance revealed itself in several ways. Durán and Palmer (2014) conducted a year-long study in a two-way immersion school in Central Texas. At no point did they observe an English-dominant speaker initiate conversations in Spanish. In a similar study conducted by DePalma (2010), teachers had difficulty in enforcing Spanish time, a time when Spanish was supposed to be exclusively spoken, when activities were open-ended such as during playtime. Students chose to speak English

whether it was a structured activity or unstructured. Spontaneous Spanish use was difficult or nonexistent. Non-Latino English-speaking students' ability to acquire Spanish was hindered by the very own dominance they had, which resulted in them speaking English more and Spanish less. Potowski (2004) conducted an ethnographic investigation at the Inter-American Magnet School in Chicago, Illinois in which the school's official goals were to value Spanish and English equally. However, Potowski found English was the dominant language by teachers who routinely used English during time that was supposed to be dedicated to Spanish.

Palmer (2009a) examined the role of English-dominant middle-class students in TWI classrooms, arguing that with their very presence and with their cultural linguistic capital, they exerted symbolic dominance merely by being English speakers. The language carried prestige and made itself apparent during language instruction (Palmer, 2009a). Non-Latino English-speaking students had the ability to linguistically dominate the classroom merely by their perceived superiority.

This linguistic dominance could also present itself as English-dominant students position themselves in the classrooms where they would be most noticed and by bidding for floor time with the teacher. The following are some examples of how this occurred during Spanish instruction time. In a second-grade two-way immersion class in northern California, Palmer (2009b) noticed "middle-class English-speaking students appeared to vie for the floor, to push for attention, and to assert their status as English speakers, or as middle-class children" (p. 198). In a study of a dual immersion classroom, Potowski (2004) observed students bid for the floor during teacher-led activities, which resulted in a high use of Spanish between 83% and 91% of time when speaking with the teacher.

While seemingly positive, these bids to speak Spanish were made by non-Latino English-speaking students who dominated the discussion even when Latino emergent bilingual students could have demonstrated their Spanish-speaking abilities. However, English dominance kept the Spanish-speaking percentages lower when one particular male student blurted out answers in English while other students were speaking (Potowski, 2004). In a similar study by Palmer (2009b), non-Latino English-speaking students also dominated discussions whether they were in English or Spanish. In fact, Palmer described one English-dominant student who would go so far as to repeatedly correct both teachers as well students on the pronunciation of his name. Palmer described this behaviour as “another manifestation of the symbolic dominance of English” (p. 191).

Hamman (2018) recognized that students claimed their perceived “right to speak” by using more English than Spanish (p. 32). In her study of a Midwestern dual language classroom, Hamman found “English-dominant students often shared their ideas in English during a content lesson in Spanish, while their Spanish-dominant peers were much less likely to do the same when English was the language of instruction” (p. 32). Non-Latino English-speaking students took the opportunity to communicate their ideas in English during a Spanish lesson; however, Latino emergent bilingual students rarely did the same when the lesson was in Spanish (Hamman, 2018). In fact, Hamman emphasized that during an English lesson, Latino emergent bilingual students had to be invited to use Spanish to share their ideas. In a similar study by Palmer (2009b), non-Latino English-speaking students tended to end up with more opportunities to speak English than did Latino emergent bilingual students.



One possible explanation for English-dominance was the social prestige it carried, which was known by both Latino emergent bilingual and non-Latino English-speaking students (Durán & Palmer, 2014; Hamman, 2018). Potowski (2004) employed an ethnographic case study to understand individual students' language use as a product of their investments in the identities they wanted to present. Potowski based the study on Norton (2000) who posited that students invest in a language when they feel they will acquire a wider range of symbolic and material resources such as friendship, education, and money. As a result of this symbolic investment, even immigrants will make an attempt to speak as much English as possible because they know it will eventually provide opportunities. Teachers in Potowski's study commented, "Even recent arrivals from Latin America with low English proficiency preferred to speak whatever English they knew and were often the most difficult students to get to use Spanish in class" (p. 83). Their symbolic investments in learning English would have returns in future opportunities.

Students not only wanted to invest in their future but they also wanted to be socially accepted (Potowski, 2004). As a result, Latino emergent bilingual students will choose to speak English in social situations to gain acceptance. Potowski (2004) explained that even if students could express themselves in Spanish during social interactions, doing so would prevent them from establishing themselves with their English-dominant peers.

Dual language teachers might be aware of the social prestige English carries but realize they cannot control language or social dynamics when outside instructors come in

(Palmer, 2009b). One teacher in a study by Palmer (2009b) expressed her frustrations with an English-only instructor during the school day:

I have a hard time when we're with...other (specialist) teachers [who are all English-only speakers] where they allow the English speakers to totally dominate the whole discussion... They keep calling on James constantly...and they let him interrupt and other kids interrupt, and Nick, and allow them to have the complete power of the learning process, that goes especially during discussion. (p. 178)

In this same study, students were to receive Spanish instruction approximately 70% of the time and English 30%; however, Palmer (2009b) posited the reality was more 50% Spanish and 50% English because of the specialists. Students were able to dominate with English while teachers continued to elicit responses from loud students perpetuating English dominance. Palmer argued if teachers helped non-Latino English-speaking students more during Spanish instruction time than they did Latino emergent bilingual students during English instruction time, then “English-dominant students may be at risk of teaching language-minority students that they are second-class citizens whose needs are subordinated to dominant-English speakers” (p. 199).

Some teachers made attempts to break through the English dominance and found ways to promote the use of Spanish in the classroom. Durán and Palmer (2014) recommended ways to encourage Spanish language use through more structure or language-based center activities. It took a conscious effort on the part of the teacher for progress to be made. Palmer and Martinez (2013) were able to demonstrate the power of teachers' critical awareness of these power dynamics in counteracting their negative impact on equity. Essentially, teachers needed to be consciously aware of their students'

biases and natural tendencies to switch to English so language learners could be monitored.

### **Teachers' Influence of White Dominance**

It was demonstrated that being in the White majority allowed students to dominate linguistically; however, even with teachers knowing this was an issue or concern, they still had little influence over White dominance (Durán & Palmer, 2014; Palmer & Martinez, 2013). In a study conducted on the East Coast of the United States in a TWI 50:50 model, Ballinger and Lyster (2011) observed first grade non-Latino English-speaking students and never heard them speaking spontaneously in Spanish to their teachers--only during whole class activities. Thus, the teacher's influence was limited to direct instruction and it was difficult to enforce Spanish speaking in peer-to-peer interactions. Ballinger and Lyster observed similar behavior in a third grade classroom; when students were seated near one another and did not expect others to hear them, they almost always spoke in English. Ballinger and Lyster also observed one specific first grade teacher who was never observed pushing non-Latino English-speaking students to speak Spanish unless it was a choral drill.

When non-Latino English-speaking students do manage to speak Spanish, they are applauded for simple utterances, which confuses Latino emergent bilingual students and creates an unusual dynamic (Cervantes-Soon, 2014). Palmer (2008) noted, "A Spanish-speaking child must learn English; it is expected, and any failing is considered a problem" (p. 649). Latino emergent bilingual students live in the United States and, therefore, must learn English. It is assumed they will do well in Spanish. Cervantes-Soon (2014) echoed Palmer's sentiment:

English-dominant children's progress in the second language tends to be highly celebrated. In contrast, for language-minority students, the acquisition of standard English is something they must attain in order to rid themselves of the 'at-risk' label that positions them as potential failures and largely defines their future educational opportunities. (pp. 67-68)

However, it is a different scenario for non-Latino English-speaking students. Palmer (2008) noted, "For an English-speaking child, the learning of a foreign language is an option, an enrichment, and any level of success is highly valued and applauded" (p. 649). Therefore, when English-dominant students are applauded by teachers for any output and Latino emergent bilingual students experience limited praise from an educator, there is a sense of White dominance.

Cervantes-Soon et al. (2017) noticed teachers tried to balance students' status and power but non-Latino English-speaking students tended to interrupt and dominate lessons. However, a study by Palmer (2008) found Latino emergent bilingual students were often on task and spoke English during English-focused interactions as was expected, whereas non-Latino English-speaking students would often switch to English during Spanish-focused interactions. Teachers' attempts to promote the Spanish target language were still trumped by White dominance as the non-Latino English-speaking students dominated with English in both of the lessons.

Another attempt to address students' use of language is through form-focused instruction (FFI). Form-focused instruction uses elements from cognitive theory, specifically noticing, awareness, and practice activities (Tedick & Young, 2018). For example, a student learning English might notice the simple past tense usually ends in the

letters -ed. A teacher could have students use highlighters to point this out in a reading. Tedick and Young (2018) conducted a study using FFI in a TWI program on fifth graders and found both the non-Latino English-speaking and Latino emergent bilingual students initially showed some improvement in their grammar regarding the preterite and imperfect past tenses in Spanish. However, Tedick and Young noted the Latino emergent bilingual students became bored after several days of FFI as they were intuitively able to use the tenses correctly but unable to explain why. This inability to justify something they already knew correctly caused them to become frustrated with trying to explain with simplistic, black and white rules (Tedick & Young, 2018). Tedick and Young (2014) found the FFI had a positive impact on non-Latino English-speaking and Latino emergent bilingual students who had low-intermediate proficiency in Spanish. Unfortunately, FFI would not be beneficial to Latino emergent bilingual students if they had higher than an intermediate level of Spanish so choosing the correct type of instruction was important if teachers were to address the needs of all students. Tedick and Wesely (2015) recognized there was still a large gap in U.S. immersion research on FFI. Nonetheless, based on what is known now, if a teacher were to implement FFI, it would benefit students who had an intermediate or lower level of Spanish.

Teachers have limited influence on the output of their students in the classroom but when students go to other parts of the school, English exposure is even more powerful. In a study conducted on the East Coast of the United States in a two-way immersion 50:50 model, Ballinger and Lyster (2011) found English dominated in both the classrooms as well as the school. Ballinger and Lyster relayed the frustrations of one teacher in particular who said:

I think with the Spanish, we're kind of on the short end of it because children go to gym...It's in English. They go to chorus...in English. In the first grade, they go to music. It's in English. They go to the lunchroom. It's in English. They get off the bus, they get on the bus. It's in English. So, basically, the one type of model that they have is within the classroom walls. (p. 292)

Clearly this teacher was expressing her frustrations with the limited control she had in the classroom as well as the whole school.

When teachers do have opportunities to speak Spanish in the classroom, they might revert to English for various reasons. Ballinger and Lyster (2011) noted a first grade teacher often reverted to English during Spanish instruction to hold the attention of the students. The teacher was also seen using English to maintain order in the classroom. So if students observe it is important to pay attention when English is spoken or classroom management is being enforced only in English, then they might think English is the most important or privileged language (Ballinger & Lyster, 2011).

If teachers can recognize there is White dominance, then they can begin to address it by counterbalancing the inequalities. One example of a teacher recognizing White privilege and addressing it was in Palmer's (2009b) study. A teacher, Ms. Melanie, made a concerted effort to prevent English-speaking students from dominating talk during Spanish instruction. Ms. Melanie maintained a structured environment and held her palm up to say, 'No interrumpas,' which translated to no interrupting. Unfortunately, Ms. Melanie only had limited control in her class; when students interacted throughout the rest of the school, the conversations were dominated by English (Palmer, 2009b).

Another strategy to counterbalance inequalities would be to establish an English-only or Spanish-only rule when students can speak the respective language. Recent research indicated non-Latino English-speaking students followed the rule much less during Spanish instruction than Latino emergent bilingual students during English instruction (Palmer, 2008, 2009b). Palmer (2009b) stated, “English speakers were not nearly as silenced by the Spanish-only rule in Ms. Melanie’s class as their Spanish-speaking classmates were silenced by the implicit English-only rule in science class” (p. 192). It was also noted that during Spanish time, Spanish speakers did not dominate it in the same way English speakers dominated English time as they did in science class (Palmer, 2009b). In a similar study by Potowski (2004), a non-Latino English-speaking student employing a strategy called circumlocution lost the floor to a fellow non-Latino English-speaking student who blurted something out in English. As defined by the Center for Advanced Research on Language Acquisition (2018), circumlocution describes an entity in terms of its elements, function, or purpose (e.g., a crutch is something you lean on when your leg is broken). Circumlocution encourages creativity and improvisational skills. However, the student’s ability to improvise and attempt to speak Spanish was impeded by her peer blurting out in English. This was noteworthy because even a non-Latino English-speaking student attempting to follow a teacher’s Spanish-only rule could be trumped by English dominance.

Palmer (2009b) noted Latino emergent bilingual students were silenced more than non-Latino English-speaking students by teachers’ Spanish-only or English-only rules. When language instruction was in English, non-Latino English-speaking students tended to end up with more talking turns than Latino emergent bilingual students; whereas when

language instruction was in Spanish, Latino emergent bilingual students did not dominate (Palmer, 2009b). This represented an inequality as during Spanish instruction, so much effort was placed on trying to keep a balance. Palmer asserted that in her study, English-speaking students tended to end up with more turns to talk because of the symbolic prestige of English and the lack of an effort of teachers to counterbalance the dominance.

### **Dual Language Programs Discriminate Against Minorities**

The tendencies for teachers to switch to English did not help non-Latino English-speaking or Latino emergent bilingual students in their acquisition of Spanish. However, many African American children have even less of an opportunity to acquire Spanish as they are excluded from DL programs. Palmer (2010) identified the powerful role of racism in teachers' rejection of African American vernacular English in two-way bilingual contexts. It was demonstrated that African American children often did not receive access to Spanish literacy instruction because they were not perceived to have an adequate foundation in English (Cervantes-Soon et al., 2017). The fear was African American children who were speakers of African American vernacular English or Black English would not properly model standard English for Latino emergent bilingual students (Palmer, 2010). These students were not even provided with an opportunity to try as teachers discriminated against them based on their African American vernacular English.

Palmer (2010) conducted a study on race, power, and equity in a multiethnic urban elementary school and found middle-class White students ended up taking the majority of English places in a 50/50 program. The other 50% went to Latino emergent bilingual students, thus excluding African Americans from DL programs. In TWI



programs, the goal was equity but this clearly discriminated against marginalized African American students (Palmer, 2010). At the time of this study, data from the CAL (2008) indicated 335 TWI programs were listed in the directory of TWI programs. Only 13 of the 335 reported more than 50% of their native English-speaking students were African Americans, whereas 189 reported African Americans composed less than 5% of their native English speakers. One example was in a study by Palmer (2010) in which the school population was composed of 30% African American but only about 5% of those students were enrolled in the TWI program.

Given the stated goals of CAL (2018) in DL programs were to increase levels of cross-cultural competence and offer multilingual enrichment opportunities for students already fluent in English, it would seem logical to include African Americans in DL programs to offer multilingual enrichment opportunities while simultaneously teaching them a second language. One possible explanation for African American children's low participation was TWI programs tended to be viewed as enrichment programs, whereas African American children might be labeled at risk and thus placed in remedial educational programs (Palmer, 2010). This deficit view contributed to the exclusion of African American children.

When African Americans are enrolled in DL programs, a significant achievement gap exists when compared to non-Latino English-speaking students. Thomas and Collier (2009) found African American non-Latino English-speaking students showed large achievement gaps in TWI programs when compared to non-Latino English-speaking students. In fact, Native-English-speaking (NES) African Americans scored slightly lower or close to current limited-English-proficient students (LEPs) for math and only

slightly higher than current LEPs for reading (Thomas & Collier, 2009). Thomas and Collier recognized the term LEP was offensive to both students and parents as it was deficit-based but in order to be consistent with the state of North Carolina's terminology, they chose to use the term. Figure 4 shows NESs outperformed LEPs and African Americans, thus illustrating the achievement gap.

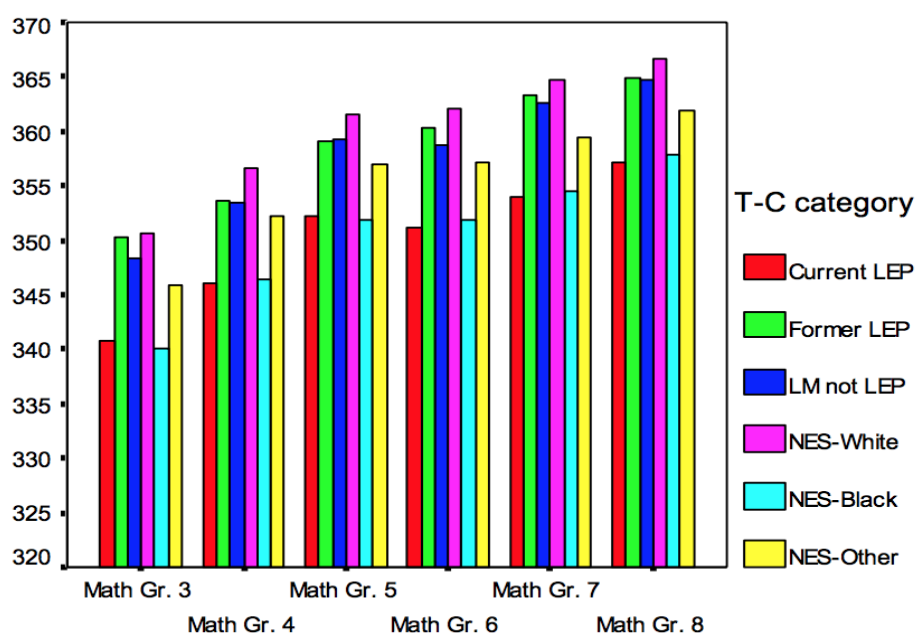


Figure 4. Math achievement in six North Carolina school districts (Thomas et al., 2010, p. 10).

A significant achievement gap continues to exist between African American students and White students. Limited-English-proficient students lag behind both African American and White students in English reading so Spanish could be an area for them to demonstrate their strengths. However, Cervantes-Soon (2014) showed Latino emergent bilingual students were marginalized for their linguistic variations of Spanish in a similar fashion to how African American students were discriminated against for

speaking vernacular English (Palmer, 2010). Some foreign DL Spanish teachers adopt U.S. deficit views of minority students; thus, variations of students' Spanish could be devalued (Cervantes-Soon, 2014). Children are not immune to the political climate and what occurs in society: Latino emergent bilingual students see their parents working for White employers and some live in fear of deportation (Cervantes-Soon, 2014). They do not have many positive Latino role models and are continuously compared to White middle-class English speakers from educated families (Cervantes-Soon, 2014). Latino emergent bilingual students who do not speak standard Spanish or standard English are even more discriminated against than African Americans as they are perceived to be inadequate in both languages. Cervantes-Soon noted many immigrants spoke commonly stigmatized forms of Spanish. What was worse was just as African Americans were excluded because of their vernacular English, some LEP students were excluded from DL programs because of their limited English. In Thomas and Collier's (2009) study of North Carolina's TWI programs, some schools required students to have a strong foundation in English to be admitted into the program.

Another example of discrimination was against speakers of indigenous languages. Even though teaching them could be a valuable tool to culturally integrate minority languages, teaching them was not seen as advantageous to the neoliberal elite so the languages were eliminated (Valdez, Freire et al., 2016). In fact, legislation in Utah was enacted to eliminate Navajo (or Dine as many Native Americans preferred to call it); Navajo was replaced with Portuguese in 2012 (Valdez, Freire et al., 2016).

Indigenous discrimination is not unique to U.S. Native American languages but it also occurs within DL programs unintentionally when all Latino students are grouped as

one entity. In a study of IHSs in New York, one teacher described his class as being half Latino and half Anglo. However, Garcia et al. (2011) pointed out the so-called Latino group was comprised of a diverse population:

There were monolingual Spanish speakers, monolingual English speakers, and bilingual and trilingual speakers. Not all of the Latinos who were learning English were speakers of Spanish, for in the group there was a recently arrived Mexican indigenous child who spoke Mixteco at home as well as a Paraguayan child who was bilingual in Spanish/Guarani. Those Latinos who were born in the United States were not necessarily the ones who were English speakers, for some had been born in the United States and had then moved back to Latin America or had moved back and forth over the course of their lifetime. (p. 390)

Lumping all Latino students into one category of being Latino did not accurately portray their linguistic and cultural diversity. Similarly, teachers also came from different backgrounds.

### **Difficulty of Finding Qualified Bilingual Teachers**

Teachers often leave high-poverty schools where they are needed the most (Johnson & Simon, 2015). Ingersoll (2001) repeatedly documented how difficult it was to find and retain qualified teachers. However, finding qualified bilingual teachers could be even more challenging (Sutcher et. al, 2016). In fact, Menken and Atuñez (2001) conducted a few large-scale analyses for the National Clearinghouse for Bilingual Education of state licensure databases and found only one-sixth of teacher preparation programs nationally provided programs to credential bilingual teachers. Ronfeldt et al. (2013) concluded in most cases, attrition negatively affected student achievement in math

and English language arts. So if there is constant teacher turnover, one can assume English language skills will decline. Furthermore, Ingersoll (2001) found that nationally, about 30% of new teachers left the profession within five years and the turnover rate was about 50% higher in high-poverty schools as compared to more affluent ones. Since many TWI schools serve high-poverty minority language students, the effects of teacher turnover can be detrimental. Moreover, Menken and Atuñez noted the requirements for certifications varied by state and most focused on a broad overview of content and less on linguistic instruction.

Utah has had an influx of bilingual teachers, which led to inconsistencies with credentialing teachers. The credentialing process was inequitable in such a way that it favored non-Latino English-speaking students and marginalized Latino emergent bilingual students (Valdez, Freire et al., 2016). Perhaps this marginalization occurred because the state focused more on elite multilingualism for monolingual non-Latino English-speaking students (Valdez, Freire et al., 2016). The privilege of being White afforded legislation in favor of one group's ability to be multilingual while ignoring the other.

Finding bilingual teachers who can balance both language and content is challenging. Cammarata and Tedick (2012) stated, "In the United States, the required generic teacher education programs (elementary education, secondary subject matter content) do not prepare immersion teachers well for the unique context of immersion education" (p. 263). Few states require their bilingual teachers to obtain bilingual certification--the most notable are Texas and California. However, it is unclear how

effective bilingually certified graduates are at effectively integrating language and content (Cammarata & Tedick, 2012).

In Utah, all immersion teachers are required to complete a dual language immersion endorsement (Cammarata & Tedick, 2012), which might seem positive but might not if it is discriminatory by focusing on English. In fact, Valdez, Freire et al. (2016) pointed out, “There was inequitable regulation of teacher credentialing that suggested those with the least English privilege were being marginalized instructionally within DL programs” (p. 614). The reason for this marginalization was because the credentialing process put a higher value on the requirements for English target language DL teachers (Valdez, Freire et al., 2016). In fact, the English DL teachers were not expected to have any training in ESL or dual language methods. English teachers were only strongly recommended to have the ESL training; however, the English credential was a requirement (Valdez, Freire et al., 2016). This disparity highlighted that having highly qualified English teachers was a priority, thus privileging non-Latino English-speaking students and symbolically placing Latino emergent bilingual students in a position of second-class (Valdez, Freire et al., 2016).

### **Recruiting Teachers from Spanish-Speaking Countries**

Since there is often times a lack of qualified Spanish teachers in the United States, school officials have looked for teachers from other countries (Cervantes-Soon, 2014). Cervantes-Soon (2014) noted TWI programs recruited teachers from Latin America, Spain, and other places. Unfortunately, foreign-born teachers often do not understand the culture of the U.S. school system. Furthermore, they might not understand the culture of Latino emergent bilingual learners or identify with them even though they speak Spanish.

Cervantes-Soon explained that foreign-born teachers were hired because there was either a lack of U.S. bilingual teachers or it was actually easier to recruit foreign Spanish speakers. Latinos are the largest minority group in the United States, representing 16% of the population (U.S. Census Bureau, 2010). Freire and Valdez (2017) noted a Puerto Rican teacher who had difficulties speaking with Mexican students because of the different varieties of Spanish. In addition to linguistic differences, there were also cultural differences. Freire and Valdez (2017) noted the same Puerto Rican teacher in their study reported having difficulties in making cultural connections with Mexican or Mexican-American students because of their diverse historical and cultural backgrounds.

### **Neoliberal Agenda Impeding Latino Emergent Bilingual Students' Growth**

An external factor that affected policy, teachers, and students was neoliberalism (Cervantes-Soon, 2014). Cervantes-Soon (2014) defined neoliberalism as “an overemphasis on appealing to the dominant group, and the reinscription of the unequal power relations between majority and minority groups deeply rooted in U.S. society” (p. 65). Cervantes-Soon explained that globalization and neoliberal trends have increasingly shaped communities and, as a result, the structure of TWI programs. Educators must take into consideration the extent to which neoliberalism could impact Latino emergent bilingual students in a negative way as they are vulnerable to exploitation (Cervantes-Soon, 2014).

Varghese and Park (2010) argued that in efforts to avoid the extinction of bilingual education programs for language-minority students, DL programs have partnered with educators who have framed their TWI programs in a neoliberal agenda.

Varghese and Park (2010) illustrated how the neoliberal agenda, coupled with globalization, threatened to turn education into a commodity:

The trend of neoliberalism has been particularly worrisome for many critical educators who believe that the increasing privatization of education undermines the traditionally held view of public education as a socially liberal project. A view of education as a commodity to be bought and traded on the international market by elites threatens local cultures and exacerbates global inequalities. (p. 75)

Flores (2016) argued DL programs are acceptable as long as they benefit non-Latino English-speaking students. Flores posited even though programs were established to benefit both language majority and language minority students, Latino emergent bilingual students continued to be marginalized.

Another semantical nuance of the neoliberal discourse is to label TWI programs as enrichment or gifted to gain acceptance from the dominant White group and to select desirable locations (Cervantes-Soon, 2014). Cervantes-Soon (2014) argued that housing TWI programs in World Languages reinforces a neoliberal ideology that can lead to a disregard of equity issues. World Language is synonymous with foreign language education so framing the TWI program in this manner helped in the promotion of DL programs to neoliberals as foreign or world languages are seen as a form of enrichment (Cervantes-Soon, 2014).

Neoliberal parental influence can have such an external impact that student behavior is influenced in the classroom (Palmer, 2009b). Palmer (2009b) argued that non-Latino English-speaking students who dominate classes with English should not be



in DL programs as they are often placed in DL programs by their enthusiastic and highly educated parents. Neoliberal parents want their children to learn another language because learning a second language is a mark of distinction and prestige as well as a profitable commodity in global capitalism (Cervantes-Soon, 2014). Viewing languages as a global commodity creates a discourse that subtly hides the issues of class and inequality as this ideology implies opportunities are equally distributed across socioeconomic groups (Valdez, Freire et al., 2016). This neoliberal discourse silences any considerations of equity for marginalized groups (Valdez, Freire et al., 2016).

### **Assumption White Students Will Fare Well**

Bilingual programs were put in place to assist second language learners so less emphasis was placed on White middle-class students. An assumption was middle-class White students would fare well regardless of which program they attended. Tedick and Young (2014) brought these assumptions into question. In fact, middle-class White students often struggled when too much of the bilingual instruction was in Spanish or when they were not able to translate to English. Teachers attempted to scaffold but it was challenging. Tedick and Young stated, “It can be difficult for teachers to scaffold instruction for second language (L2) learners while simultaneously providing sufficient challenge for students already proficient in the instructional language” (p. 785). Teachers had difficulties finding a balance between Latino emergent bilingual students and non-Latino English-speaking students. Although TWI programs raised achievement for Latino emergent bilingual and non-Latino English-speaking students in English, they might not be serving non-Latino English-speaking students in the minority language of Spanish (Tedick & Young, 2014). Furthermore, Spanish language proficiency lagged

greatly behind non-Latino English-speaking students at all levels but especially as grade levels increased as they tended to fall further behind (Alanís, 2000).

### ***Guiding Principles for Dual-language Education as a Conceptual Framework***

One of the most current sources of relevant research is *Guiding Principles for Dual-language Education* (Howard et al., 2018), which focused on seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources. These research-based principles were based on the three pillars of DL: bilingualism and biliteracy, academic achievement, and cross-cultural understanding for all students (Howard et al., 2018). This was in the third edition of *Guiding Principles for Dual-Language Education*; as a result, three major updates have been made. First, instead of grounding principles in NCLB (2002), more focus was put on relevant federal, state, and local policies and regulations. Second, issues such as the role of technology in the curriculum and incorporating cross-linguistic instructional strategies were addressed. Third, a greater focus was placed on the “development of sociocultural competence” (Howard et al., 2018, p. 2). The following seven strands were used as a conceptual framework throughout this study.

#### **Program Structure**

This first strand was focused on having “a cohesive school-wide shared vision” with “goals focused on bilingualism, biliteracy, and sociocultural competence” (Howard et al., 2018, p. 10). The program should “ensure equity for all groups” (Howard et al., 2018, p. 148). One way to maintain a vision of multilingualism and multiculturalism is by incorporating additive bilingualism in which “students are provided the opportunity to

acquire a second language at no cost to their home language” (Howard et al., 2018, p. 11). There should be “strong, effective, and knowledgeable leadership” (Howard et al., 2018, p. 148). The principal “must be the main advocate for the program” and provide guidance (Howard et al., 2018, p. 12). Lastly, “strong planning processes should be in place” that focus on the vision of the program (Howard et al., 2018, p. 13).

### **Curriculum**

The second strand focused on the alignment of curriculum “with standards, assessment, and the vision of bilingualism and biliteracy” (Howard et al., 2018, p. 32). Another way a curriculum should be designed is through “the use of thematic, cross-disciplinary, or project-based learning approaches” (Howard et al., 2018, p. 33). Sociocultural competence should be addressed in the writing of the curriculum by including “multiple opportunities for students to develop positive attitudes about themselves and others, and to develop cultural knowledge and a sense of their and others’ identities-ethnic, linguistic, and cultural-in a non-stereotyped fashion” (Howard et al., 2018, p. 34). Finally, technology should be integrated into the curriculum (Howard et al., 2018).

### **Instruction**

The third strand focused on providing good instruction, which “is even more complicated in DL programs because of the need to address the goals of bilingualism, biliteracy, and sociocultural competence” (Howard et al., 2018, p. 46). Instruction is “derived from research-based principles” and it should be “student-centered” (Howard et al., 2018, p. 137). Many foreign language programs were grounded in the natural approach under the assumption that “students would achieve more native-like proficiency

if they received the kind of language exposure that is similar to first language learning” (Howard et al., 2018, p. 48). One of the main tenets of the natural approach was the language-acquisition hypothesis wherein Krashen and Terrell (1983) encouraged teachers to abandon grammatical rules and focus more on communication as this was how native speakers of a language naturally acquired their mother tongue. However, most language education practitioners and researchers discovered “the fluency and grammar ability of most immersion students is not native-like” (Howard et al., 2018, p. 48). Tedick and Young (2014) demonstrated that form-focused instruction could aid in the acquisition of linguistic structures such as the preterit and imperfect. Howard et al. (2018) emphasized, “It is important to use language arts curriculum that specifies which linguistic structures should be mastered” (p. 48). Recent research by Kroll and Bialystok (2013) showed parallel activation of both languages occurring in bilinguals should be taken into consideration along with the concept of translanguaging (Palmer et al., 2014).

### **Assessment and Accountability**

The fourth strand focused on maintaining an infrastructure that “supports an assessment and accountability process” (Howard et al., 2018, p. 139). Concerns about the validity of using “mandatory large-scale standardized tests” such as NCLB (2002) assessments were addressed regarding English language learners who might not be proficient in English (Howard et al., 2018, p. 72). Teachers should use assessments that are “aligned with the program goals and with state content and language standards” (Howard et al., 2018, p. 139). In addition, “a variety of data” should be used and student progress toward program goals “is systematically measured and reported” (Howard et al.,

2018, p. 148). Lastly, the data should be communicated to “appropriate stakeholders” (Howard et al., 2018, p. 141).

### **Staff Quality and Professional Development**

The fifth strand focused on teacher quality as there was a general consensus that teachers in dual language programs “should possess high levels of knowledge relating to the subject matter as well as to curriculum and technology, instructional strategies, and assessment” (Howard et al., 2018, p. 90). To support teachers, the program should provide “high-quality professional development that is tailored to the needs of dual language educators and support staff” (Howard et al., 2018, p. 142).

### **Family and Community**

The sixth strand focused on community engagement by incorporating “a variety of home-school collaboration activities” (Howard et al., 2018, p. 106). Effective programs “make the school environment a welcoming and warm one for families of all language and cultural groups, where bilingualism is valued” (Howard et al., 2018, p. 108).

### **Support and Resources**

The seventh strand focused on support by all key stakeholders, equitable and adequate funding, and advocating for support from state, district, and local communities (Howard et al., 2018, p. 146). The program should be integrated into the school system “by long-term planning even if there is only temporary funding from an outside source” (Howard et al., 2018, p. 122). There should be “a clear commitment to continued language development in the dual language program at the district level” (Howard et al., 2018, p. 122).

## Understanding Teacher Supports

A large body of research has studied DL programs as a whole entity but little research has been conducted in terms of what supports are needed by teachers in the implementation and maintenance of DL programs (Genesee & Lindholm-Leary, 2008; Howard et al., 2018; Murphy, 2016; Olsen Beal et al., 2012; Thomas & Collier, 2002, 2009). Not enough bilingual teachers have specific academic content knowledge to meet the demands of teaching in a dual language classroom (Sutcher et al., 2016). It is important to understand the perspectives of DL teachers as many are leaving the profession (Sutcher et al., 2016). Sutcher et al. (2016) stated, “In times of shortages, policy makers often focus attention, understandably, on how to get more teachers into the profession. However, it is equally important to focus on how to keep effective teachers in the workforce” (p. 39). Teachers with little or no preparation are more than twice as likely to leave teaching as those who are fully prepared (Sutcher et al., 2016). Sutcher et al. identified a number of workplace conditions associated with teacher attrition “including the quality of instructional leadership, school culture, collegial relationships, time for collaboration and planning, teachers’ decision-making power, experiences with professional development, facilities, parental support, and resources” (p. 51).

The majority of the aforesaid reasons teachers stated for leaving the teaching profession aligned with the seven strands of *Guiding Principles for Dual-language Education* (Howard et al., 2018): program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources (see Table 1). These are research-based, effective strategies on how a successful program should be run. However, little research has been done

specifically on the perspectives of teachers regarding how they identified supports in DL programs. It is important to understand connections between the reasons teachers leave the profession with what supports they identified from research-based, effective strategies using the *Guiding Principles for Dual-language Education* to add to the body of research on DL programs (Howard et al., 2018). It has been demonstrated that the development, implementation, and sustainability of DL programs are dependent upon policies in place (Sutcher et al., 2016). Teachers are a part of these policies. Yet, a gap exists as to what supports teachers at DL schools identified related to the implementation and maintenance of a successful DL program.

Table 1

*Connections Between Guiding Principles for Dual-language Education and Reasons Teachers Leave*

<i>Guiding Principles for Dual-language Education</i> (Howard et al., 2018)	Reasons Teachers Leave the Profession (Sutcher et al., 2016)
Program structure	Lack of time for collaboration and planning Lack of quality instructional leadership
Curriculum	Lack of time for collaboration and planning Lack of resources
Instruction	Lack of classroom autonomy Lack of resources
Assessment & Accountability	Accountability pressures focused on test preparation
Staff Quality & Professional Development	Experiences with professional development Lack of quality instructional leadership
Family & Community	School culture Lack of parental support
Support & Resources	Teachers' decision-making power Lack of resources

### Conclusion

Dual language programs have been proven to increase student achievement (Thomas & Collier, 2002; Thomas et al., 2010) but a gap remains in how teachers identify supports in promoting the three main goals of DL: bilingualism and biliteracy, academic achievement, and cross-cultural understanding for all students. Multiple concerns face DL teachers and their ability to promote the three main goals of DL (Howard et al., 2018) including high stakes testing for statewide English tests (Hamman, 2018; Palmer et al., 2016; Potowski, 2004), English dominance (DePalma, 2010; Durán



& Palmer, 2014; Potowski, 2004), teachers' influence of White dominance (Ballinger & Lyster, 2011; Cervantes-Soon et al., 2017), DL program discrimination against minorities (Cervantes-Soon et al., 2017; Palmer, 2010; Thomas et al., 2010), difficulty in finding qualified bilingual teachers (Cammarata & Tedick, 2012; Valdez, Freire et al., 2016), challenges with recruiting teachers from Spanish speaking countries (Cervantes-Soon, 2014; Freire & Valdez, 2017), a neoliberal agenda (Cervantes-Soon, 2014; Flores, 2016; Varghese & Park, 2010), and the assumption White students would fare well (Tedick & Young, 2014). All concerns impeded bilingualism and biliteracy, academic achievement, and cross-cultural understanding for all students in one way or the other. Some pedagogical instructional strategies were implemented to address these issues such as translanguaging (Garcia et al., 2011; Palmer et al., 2014) and FFI (Tedick & Young, 2018) but more research is still necessary to determine the effectiveness of these two pedagogies.

### CHAPTER III

#### METHODOLOGY

Dual language (DL) programs have been on the rise over the past 30 years (CAL, 2011). Dual language programs in the United States are enrichment-oriented programs that aim to foster bilingualism, biliteracy, and high academic achievement (CAL, 2018). Thomas and Collier (2002) stated that DL participants were found to be the most likely to reach the 50th percentile on test scores (in both languages) and the least likely to drop out of school. If DL programs are implemented correctly, they make it possible for native English speakers and speakers of other languages to develop bilingual literacy (Murphy, 2016). In addition to bilingualism, students learn how to interact with other children better through DL programs. Students can develop cross-cultural competence or the ability to understand different people's perspectives (CAL, 2018). In DL programs, "students learn from each other, and learn academic content in a cooperative, academically rigorous setting" (Murphy, 2016, p. 45). Unfortunately, as Quentin et al. (2012) stated, "Educational policies that impact second language (L2) learners—a rapidly-growing group—are often enacted without consulting relevant research" (p. 5).

One of the most current sources of relevant research is the *Guiding Principles for Dual-language Education* (Howard et al., 2018). The document has been used by program leaders to "guide preliminary thinking and planning, support ongoing program implementation, and inform monitoring of program effectiveness" by assessing the overall quality of a DL program through assessment and accountability, curriculum,

instruction, staff quality and professional development, program structure, family and community, and support and resources (Howard et al., 2018, p. 1). These research-based principles are centered around the three pillars of DL: bilingualism and biliteracy, academic achievement, and cross-cultural understanding for all students (Howard et al., 2018). However, the research did not focus specifically on supports teachers received.

The focus of this study was on enhancing literature by looking at the seven principles from the perspectives of elementary DL teachers. Little is known about how DL elementary teachers feel supported in the implementation and maintenance of DL programs in rural amenity destinations in the Rocky Mountain West. Rocky Mountain resort communities tend to have working-class populations of Latinos contributing to the seasonal industry with middle to upper-class populations of Whites (Nelson & Nelson, 2011). Little research has been done on these populations specific to the mountains, most likely due to geographical isolation. A mixed methods explanatory sequential design was used to obtain data on DL elementary teachers' perceptions of supports related to the implementation and maintenance of a successful dual-language program (Creswell, 2015). I sent out surveys and conducted qualitative semi-structured interviews in two Rocky Mountain resort communities.

This chapter is divided into seven sections. In the first section, I present the research question. In the second section, I explain why a mixed-methods, explanatory, sequential design was used by incorporating both quantitative and qualitative data. I then explain why I chose to ground my study in constructionism through an interpretivist theoretical perspective. In the third section, I detail how and why DL elementary teachers were chosen from rural amenity destinations. In the fourth and fifth sections, I

justify how I obtained my data through surveys, interviews, and fieldnotes with a subsequent explanation of how I analyzed all data sets. Finally, I describe my stance, recognize my biases, and reassure how I maintained trustworthiness through triangulation.

### **Research Question**

In order to contribute to the body of research that would increase an understanding of DL elementary teacher supports, it was important to view the phenomenon through a lens of best practices. Therefore, the *Guiding Principles for Dual-language Education* (Howard et al., 2018) was used as a conceptual framework. Three core goals of DL education were used as the definition of a successful program: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. The main source of information in this study came from answering the following research question:

- Q1 What supports do teachers in dual-language elementary schools in rural amenity destinations identify related to the implementation and maintenance of a successful dual-language program?

### **Research Design**

The research methods used were due to the anticipation of what kind of knowledge I believed would be attained in the end (Crotty, 1998, p. 2). I determined a mixed-methods, explanatory, sequential design would best answer the research question by providing both quantitative and qualitative data (Creswell, 2015). As stated by Creswell (2015), “The quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general quantitative picture” (p. 545).

## **Epistemology**

The qualitative epistemological viewpoint of this study was grounded in constructionism. Crotty (1998) described that with constructionism, “meanings are constructed by human beings as they engage with the world they are interpreting” (p. 43). In this study, the participants and I “emerge[d] as partners in the generation of meaning” as the subject of perceived support for DL programming was explored (Crotty, 1998, p. 9). I used semi-structured, open-ended interviews to “encourage participants to elaborate on their experiences” (Creswell, 2015, p. 401). As stated by Crotty, “meanings are constructed by human beings as they engage with the world they are interpreting” (p. 43).

## **Theoretical Framework**

Interviews were approached from an interpretivist theoretical perspective, allowing me to explore the phenomenon of instructional supports for DL programs in the two school districts of Water and Tree at the elementary school level. The theoretical perspective or the philosophical stance behind the methodology provided a framework for the research process (Creswell, 2015). Crotty (1998) defined the interpretivist theoretical perspective as looking for “culturally derived and historically situated interpretations of the social life-world” (p. 67). In approaching research from this stance, this study was focused on bringing fresh eyes to the issue of DL programs at participating schools by interviewing teachers at DL elementary schools to see the phenomenon through their perspectives and experiences. The qualitative interviews were focused on trends that emerged from the survey.

## **Methodology**

The research approach of this mixed-methods, explanatory, sequential design provided a way to construct meaning around supports for DL elementary school teachers. This new meaning was created by analyzing the quantitative data and looking for trends. Creswell (2015) stated, “Surprising or unexpected results may occur in the quantitative phase of the study. These results beg further explanation” (p. 545). The results were followed-up in the qualitative phase.

Since this was a mixed-methods study, it was important to note an underlying philosophical worldview called pragmatism. Creswell (2015) stated, “The pragmatists, for example, believe philosophically in using procedures that ‘work’ for a particular research problem” (p. 539). In this study, I believed mixed methods would best answer the research question by analyzing teacher supports through a pragmatic worldview in conjunction with a qualitative interpretivist view.

By combining quantitative and qualitative research, I gained greater insight as to what supports teachers at DL elementary schools identified related to the implementation and maintenance of DL programs. The quantitative data were analyzed to look for trends to determine any associations.

## **Research Participants**

The setting was eight DL elementary schools in two Rocky Mountain resort communities in the school districts of Water and Tree<sup>1</sup> because rural amenity destinations tended to have unique populations of working-class Latinos and affluent Whites (Nelson & Nelson, 2011). Both school districts were chosen because the pilot DL elementary

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<sup>1</sup> All names are pseudonyms to protect the confidentiality of all participants.

schools were started by self-motivated community members, teachers, and administrators. The pioneers of both schools had to research and start the DL programs without any additional funding from the school districts. In order to offer findings that could offer transferability, I selected these rural amenity Rocky Mountain resort communities because they aspired to offer 50/50 DL programs as opposed to 90/10, 80/20, or 70/30. Both school districts' employees aspired to maintain 50/50 DL programs from grades kindergarten to fifth and they had similar demographics. Water School District has a population of roughly 30% Latinos and 70% Whites while Tree has a population of over 50% Latinos and between 45 and 48% Whites. Little information was available about DL programs in Rocky Mountain resort communities because of their geographical isolation. Better understanding the supports teachers at dual-language elementary schools identified related to the implementation and maintenance of a successful DL program was transferable to other rural amenity destinations.

For the selection criteria, I used purposeful sampling as "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2015, p. 205). Teachers who worked in DL elementary schools were chosen. I sent an invitation to participate in the survey to 116 teachers at two elementary DL schools in Water District and six elementary DL schools in Tree District (see Appendix A). At the end of the survey there was an invitation for the participants to participate in a follow up one-on-one qualitative interview. I anticipated the highest response rates would be from the two elementary schools with the longest history of DL programs because they both had kindergarten through fifth grade DL programs. There were five volunteers from Forest Elementary School in Tree School District and four volunteers from Mineral

Springs Elementary School in Water School District. Some schools in the districts had existed for between two and four years so, naturally, less teachers responded from those locations.

Due to the anticipated and confirmed higher response rate, I focused my research on the two elementary schools with the longest history of DL programs--Forest and Mineral Springs, respectively. The two longest running elementary schools started in 2001 in Tree District and 2005 in Water District. Both schools were located near affordable housing with higher concentrations of Latino students than the rest of their respective school districts. One elementary school had a population of roughly 60% Latino and 40% White whereas the other was 50% Latino and 50% White.

I had planned on having a total of 16 one-on-one interviews: two English and two Spanish DL teachers in grades kindergarten through second and two English and two Spanish DL teachers in grades third through fifth in both Water and Tree districts, respectively. The rationale for dividing the participants into two categories was based on the research of Lindholm-Leary (2012) who stated, "All students in grades 3 to 8 are expected to meet state standards for reading and subject matter competency and all ELLs who have been in the United States for 1 year or more must be included in these assessments" (p. 259). Students were not held to the same accountability standards in kindergarten to second grade. Furthermore, the study was limited to elementary schools as the majority of dual language programs function at the elementary level (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007). Tree School District had six dual language elementary schools and Water School District had two dual language elementary schools. All eight DL elementary schools from both districts were used for



this study. Tree School District had one middle school strand DL program into which some of the elementary schools fed. Water School District also had a strand middle school DL program. Neither of the school districts had a high school DL program.

I had 23 volunteers participate in the interviews from all eight elementary schools but only nine of them were from the two pioneer schools. Therefore, I was unable to conduct all 16 interviews I had originally anticipated conducting. Of the nine volunteers, I was unable to connect with one of them after several attempts to schedule an interview. I was able to achieve an equal balance of interviews between the two school districts with four volunteers from each. I interviewed three native English-speakers and one native Spanish-speaker from each school. I conducted the interviews in Spanish with the two native-Spanish speakers and the other six were conducted in English. Of the native English-speakers, four of them were bilingual. I was also able to interview teachers at varying grade levels. A visual representation of the eight participants I interviewed is presented in Table 2.

Table 2

*Interview Participants in Two Mountain School Districts*

Pseudonym	Native-Languages	Language Status	Content & Language of Instruction	Grade Level
Aspen	English	English monolingual	Homeroom in English	First
Sabina Negra (Phoenician Juniper)	Spanish and Catalan	Spanish, Catalan, English, trilingual	Homeroom in Spanish	Fourth/fifth
Pine	English	English and Spanish bilingual	Math self-contained	Fourth/fifth
Maple	English	English monolingual	Art in English	Kindergarten-fifth
River	English	English and Spanish bilingual	Homeroom in Spanish	Second
Stream	English	English and Spanish bilingual	Homeroom in English	Fifth
Lake	English	English and Spanish bilingual	Homeroom in Spanish	Fifth
Mar (Ocean)	Spanish and Catalan	Spanish, Catalan, English, trilingual	Homeroom in Spanish	kindergarten

**Data Sources**

In this mixed-methods, sequential study, three types of data were collected.

Quantitative data utilizing the University of Northern Colorado's (UNC) Qualtrics

system, qualitative one-on-one interviews, and field notes were included. After receiving permission from Tree School District's Superintendent (see Appendix B), Water School District's Superintendent (see Appendix C), and UNC's Institutional Review Board (IRB) (see Appendix D) to conduct this study, I began the quantitative portion of my research.

### **Quantitative Data**

I used questions from Appendix E of the *Guiding Principles for Dual-language Education* (Howard et al., 2018) as a conceptual framework and created demographic questions (see Appendix F). I had permission to use the templates as stated in Howard et al. (2018), "You are encouraged to photocopy templates and use them" (p. 132). I input all questions from Appendix E into Qualtrics in both English and Spanish following the protocol of the self-evaluation survey by using a 5-point Likert scale. The 5-point Likert scale was divided into the four progress indicators of the self-evaluation template with an additional column of Not Applicable, which I added. Howard et al. stated the progress indicators "are intended to provide a path that programs can follow toward mastery of the principle and beyond, as well as a metric on which current practice can be appraised" (p. 6). The four progress indicators were measured by minimal alignment, partial alignment, full alignment, and exemplary practice (Howard et al., 2018). The fifth option of Not Applicable was added on the right-hand column as an alternative response since some teachers might not have had the background or knowledge to answer all questions. Once I input all of the questions into Qualtrics, an individualized private email was sent to 116 DL elementary teachers in both school districts of Water and Tree. Participants were sent

an invitation letter (see Appendix A), and the first page of the survey served as informed consent (see Appendix G).

I had already conducted two trials on DL teachers using a printed form of the survey. One volunteer only checked off progress indicator boxes and completed the survey in 18 minutes whereas the other volunteer checked off the progress indicator boxes and input comments, which took 36 minutes. This would be an average time of 27 minutes. However, taking into consideration that I would also include demographic questions (see Appendix F), I expected the quantitative portion to last approximately 35 minutes. Once I prepared the survey in Qualtrics with both Appendix E and Appendix F, I piloted the surveys on two dual language teachers not participating in the study to determine if the questions were viable and to provide an estimate of how long the survey would take for participants. I determined it would be about 35 minutes.

I contacted the principals of all eight schools and asked if I could come in and explain to the 116 teachers how I would conduct my research and field any questions. All eight of the principals said yes but I was only able to come in to six of the schools due to schedule conflicts. Most of my presentations were during staff meetings before or after school. I explained to the teachers that the survey portion would take approximately 35 minutes and the interviews would take about an hour. I felt well-received at all of the schools.

As I had communicated in my introductions at schools, participants had the opportunity to select to do their surveys in either English or Spanish. At the start of the survey, I added questions regarding demographics and experience related to teaching (see Appendix F for questions). Participants received a gift card of \$5 for either Target or

Starbucks if they completed the online survey. Some participants chose not to receive a gift card. At the end of the survey, the participants were asked if they would be willing to participate in a one-on-one interview with me.

A correlation statistical test was run to “to describe and measure the degree of association (or relationship) between two or more variables or sets of scores” (Creswell, 2015, p. 339). The quantitative data were analyzed to “to assess the frequency and magnitude of trends” (Creswell, 2015, p. 537). The data were analyzed by looking for trends in the *Guiding Principles for Dual-language Education* (Howard et al., 2018) as well as by correlating Appendix E with Appendix F’s demographic and experience related to teaching questions. Once it had been determined the magnitude of the trends was not statistically significant between Appendix E and Appendix F, I decided to focus solely on items specifically related to teacher-identified supports from Appendix E. Demographic results from Appendix F were then used to describe the participants. I looked for statistical differences focusing on Appendix E items related to teacher-identified supports to formulate questions for the one-on-one interviews (see Appendix H for interview questions).

### **Qualitative Data**

Qualitative data were obtained through semi-structured interviews using an explanatory sequential design (Creswell, 2015, p. 545). The qualitative semi-structured questions were developed to follow-up on quantitative data. Creswell (2015) stated, “The intent of this design is to explain the quantitative results with qualitative data” (p. 545). The questions were developed based on statistical differences in the columns of partial and full alignment with current literature as a framework.

I had anticipated writing questions pertaining to assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, and support and resources with the conceptual framework of the *Guiding Principles for Dual-language Education* in mind (Howard et al., 2018; see Appendix E). However, after analyzing the quantitative data, I wrote questions based on quantitative results pertaining to curriculum, family and community, and support and resources. I had anticipated the following seven concerns of DL programming from the literature review would present themselves as high magnitude trends: high stakes testing for statewide English tests (Hamman, 2018; Palmer et al., 2016; Potowski, 2004), English dominance (DePalma, 2010; Durán & Palmer, 2014; Potowski, 2004), teachers' influence of White dominance (Ballinger & Lyster, 2011; Cervantes-Soon et al., 2017), DL program discrimination against minorities (Cervantes-Soon et al., 2017; Palmer, 2010; Thomas et al., 2010), difficulty in finding qualified bilingual teachers (Cammarata & Tedick, 2012; Valdez, Freire et al., 2016), challenges with recruiting teachers from Spanish speaking countries (Cervantes-Soon, 2014; Freire & Valdez, 2017), a neoliberal agenda (Cervantes-Soon, 2014; Flores, 2016; Varghese & Park, 2010), and the assumption White students would fare well (Tedick & Young, 2014). Once the questions were written based on the quantitative trends, the interview questions were piloted before qualitative data collection began. I piloted the questions on two dual language teachers who were not participating in the study to determine if the questions were viable.

Once it had been determined the questions were viable, I contacted the participants who replied at the end of the Qualtrics Survey that indicated they would be willing to participate in a follow-up interview. I contacted the volunteers either via

phone or email to set up a one-on-one interview at a time and place convenient to them. Upon meeting the participants, I answered any questions they had about the interview and my research. I explained to all of the teachers that their participation was voluntary and they could stop at any point, then I had them sign a consent form (see Appendix I). In Tree School District, I conducted all three of the English interviews at Forest Elementary School and the Spanish interview at a local Starbucks. I had difficulty in understanding some of the dialogue during the interview at Starbucks due to excessive background noise so I had a Mexican colleague of mine review the audio and transcript. In Water School District, I conducted three of the interviews at Mineral Springs Elementary School and one of them at another local middle school. As stated by Creswell (2015), “The one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time” (p. 217). Two different devices, an iPhone using a recording and transcribing app called Temi and a backup handheld digital recorder, were used to ensure each interview was documented properly in case of any electronic malfunctions. Participants received a gift card of \$5 for either Target or Starbucks when they completed the one-on-one interview. I transcribed each interview. I then member checked by sending a copy of the transcripts to the participants. The participants had one week to review the transcripts and make any comments or changes. Only one participant responded with a minor adjustment of two words. Member checking is an important form of triangulation in research where trustworthiness is gained through the “participant’s lens” (Creswell, 2016, p. 261).

## **Field Notes**

I used field notes to triangulate my data (see Appendix J). Field notes collected at the interviews became part of the study. Merriam and Tisdell (2015) stated, “Field notes should be highly descriptive. What is described are the participants, the setting, the activities or behaviors of the participants, and what the observer does” (p. 151). Field notes were completed at the time of the interview. I used reflective field notes that would “record personal thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation” (Creswell, 2015, p. 215). Since some interviews were conducted in English and some in Spanish, I had anticipated they would be useful in noting any body language or cultural nuances. However, after finishing my interviews, the field notes were actually more useful in confirming my hunches. I noted three of the participants seemed rushed during the interviews and I discuss this in further detail in Chapter V in the limitations section. Participants were asked if they would prefer to be interviewed in English and Spanish and two said they would prefer to be interviewed in Spanish. Therefore, I conducted two interviews in Spanish. Under cultural nuances, I noted two of the native English-speakers and two of the native Spanish-speakers engaged in translanguaging during the interviews.

## **Data Analysis**

Analysis of the data in this study was divided in three parts: quantitative trends, qualitative interviews, and field notes. The quantitative data were obtained by running a correlation statistical test using statistical software to “to describe and measure the degree of association (or relationship) between two or more variables or sets of scores” (Creswell, 2015, p. 339). The quantitative data were analyzed to “produce results to



assess the frequency and magnitude of trends” (Creswell, 2015, p. 537). Once the magnitude of the trends had been determined, I looked for associations that were then used to formulate questions for the one-on-one interviews. I anticipated a high response rate because I was studying “a problem of interest to the population under study” (Creswell, 2015, p. 394). Since 116 surveys were sent out, I anticipated receiving at least 30 participants for the interviews. I received 23 volunteers in total--nine from the two pioneering schools and eight whom I was able to interview. Then I decided “what aspects of quantitative results to follow up on” (Creswell, 2015, p. 545). The one-on-one interview questions were written with the expectation of conducting up to 16 interviews but only eight interviews were conducted.

Data collected from these eight interviews were digitally recorded and transcribed in both English and Spanish. I open coded the initial transcripts by creating a document with three columns. I cut and pasted the transcript into the first column and in the second column I would “jot down notes, comments, observations, and queries in the margins” (Merriam & Tisdell, 2015, p. 204). I collapsed the open codes into axial codes in the third column by “relating categories and properties to each other, refining the category scheme” (Merriam & Tisdell, 2015, p. 229). I used the collapsed axial codes or major themes by identifying similarities and differences in the perceptions of teacher-identified supports (Creswell, 2015, p. 444). I did all of the coding myself without the assistance of software as I wanted to maintain consistency with my coding between English and Spanish transcripts. Whether the transcript was in English or Spanish, I used English codes. The major themes were triangulated by comparing them with field notes.

### **Researcher's Stance**

I consider myself to be a Chicano. My Mexican paternal grandparents immigrated to the United States in the 1940s. They settled in Michigan where my father was born in 1947. They raised him with the intention of returning to Mexico so he and his siblings only spoke Spanish at home. Consequently, he was never exposed to English until he attended kindergarten. He struggled to learn English as a child and as a result, he decided not to teach Spanish to any of his children. In fact, even at 71 years of age, he still vividly and fondly recalls his kindergarten teacher spending extra time with him to help him learn English. He eventually became a teacher. All four of his children became teachers and three of us actually became Spanish teachers.

My American maternal grandparents also played an influential role in the formation of my identity as I was raised speaking English. My mother was raised in the liberal university town of Ann Arbor, Michigan and it was not out of the ordinary for her, a White woman, to marry a Mexican-American. However, after my parents married, they moved to a suburban working class area where they were viewed as an interracial couple. Although I did not notice any discrimination during my happy childhood, my mother recalled people asking her where she had adopted her children from because we had much darker skin than hers. As I entered middle school and high school, I definitely realized I had unique identities.

I have 17 years of experience as a foreign language teacher and 30 years of experience as a foreign language learner, both of which brought inherent biases to the research. Having experience as both a teacher and learner of languages might cause a researcher to have his/her own personal assumptions and beliefs of language-teaching

best practices. Multiple precautions were taken to reduce any biases I might have had in the interview process as well as in the interpretation of the data.

I am an advanced placement/dual enrollment Spanish teacher in one of the mountain districts where I conducted my research. My interest in my profession was what sparked the curiosity for my research. I was particularly interested in how to improve students' ability to acquire Spanish. This was what led me to want to understand how teachers were supported. It was important to recognize my biases so I could explain how trustworthiness was maintained through triangulating data and member checking in the following section.

### **Trustworthiness**

In this study, both quantitative and qualitative criteria were applied to assess trustworthiness (Creswell, 2015). As stated by Merriam and Tisdell (2015), trustworthiness is “the extent that there has been some rigor in carrying out the study” (p. 237). Trustworthiness was ensured by collecting, analyzing, and interpreting data (Merriam & Tisdell, 2015, p. 238). I reduced biases by using a research-based template from the *Guiding Principles* (Howard et al., 2018). The *Guiding Principles* are on a paper template and I modified the original design by converting the template into an online survey. I also had the survey translated into Spanish. The survey was divided into seven strands that have been demonstrated to be fundamental in the implementation and maintenance of dual language programs (Howard et al., 2018). Each of the seven strands had been revised from two previous editions to reflect current best practices in dual language programs by the following researchers from the Center for Applied Linguistics: Elizabeth Howard, strands one and four; Natalie Olague, strands two and three; Barbara

Kennedy, strand five; Jose Medina, strand six; David Rogers, strand seven; and Kathryn Lindholm-Leary revised the literature reviews for all seven strands (Howard et al., 2018). Although the template had not been tested for reliability, I chose to use it since it was grounded in the most current aforesaid research of Howard et al. (2018).

After conducting the survey, I translated the interview questions in order to maintain reliability by providing a user-friendly format for native English-speaking and native Spanish-speaking teachers. As stated by Creswell (2015), “Validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use” (p. 158). To ensure internal validity, I member checked to ensure participants’ thoughts, ideas, and expressions were appropriately portrayed. Member checking is an important form of triangulation in research where trustworthiness is gained through the “participant’s lens” (Creswell, 2016, p. 261). As stated by Merriam and Tisdell (2015), “You solicit feedback on your preliminary or emerging findings from some of the people that you interviewed” (p. 246). I sent transcripts to all participants to make sure I had accurately transcribed the interviews. The participants had one week to review the transcripts. After at least one week had passed, I open coded the initial transcript and then identified axial codes. I then collapsed the axial codes into major themes by identifying similarities and differences in the perceptions of teacher supports (Creswell, 2015, p. 444). I submitted two transcripts to my colleague, Julie Read, to code them independently. I sent Julie one transcript from an English-speaking participant and one from a Spanish-speaking participant to code. Julie was qualified to code as she is a fellow researcher at UNC, she has a degree in Spanish Language Education, a master’s in Education Policy, *un certificado de estudios hispánicos* (a certificate of Hispanic studies)

from the University of Barcelona, and she had taught advanced placement Spanish for more than 15 years. More than 90% of Julie's themes from the English and Spanish transcripts coincided with mine so reliability was ensured. To increase internal validity, I then triangulated my data by comparing the quantitative results, qualitative results, and my field notes (Merriam & Tisdell, 2015, p. 245).

Confidentiality was also important. I wanted the teachers to feel safe to share their perspectives during their interviews. As stated by Creswell (2015), "Participant confidentiality is of utmost importance" (p. 231). Pseudonyms were used to protect the identities of the participants and were also used for the names of the schools and districts.

### **Conclusion**

The main purpose of this study was to discover the supports teachers at DL elementary schools identified related to the implementation and maintenance of DL programs. I explored this phenomenon by conducting a mixed-methods, explanatory, sequential design. The research was conducted by using one of the most current sources of relevant DL research, the *Guiding Principles for Dual-language Education* (Howard et al., 2018), which focused on assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, and support and resources. These research-based principles were based on the three pillars of DL: bilingualism and biliteracy, academic achievement, and cross-cultural understanding for all students (Howard et al., 2018). Current research has not focused specifically on the supports teachers at DL elementary schools identified related to the implementation and maintenance of DL programs.

I sought to answer the research question by analyzing quantitative data from teachers and then providing them with an opportunity to elaborate through semi-structured interviews. The ultimate goal of this research was to contribute to the field of DL programs by understanding the perspectives of DL elementary teachers.

## CHAPTER IV

### FINDINGS

The purpose of this study was to analyze the experiences of dual language (DL) elementary teachers working in school districts in rural amenity destinations in Rocky Mountain resort communities. I studied DL elementary teachers to determine how they identified supports in the implementation and maintenance of DL programs by using the *Guiding Principles for Dual-language Education* (Howard et al., 2018) as a conceptual framework. The following research question guided my study:

- Q1 What supports do teachers in dual language schools in rural amenity destinations identify related to the implementation and maintenance of a successful dual language program?

I conducted a mixed-methods, explanatory research design. In this chapter, I provide an overview of the two school districts and the two pioneer dual language elementary schools in each respective school district. The pioneer schools were started by self-motivated community members, teachers, and administrators. The chapter is then be divided into quantitative results from the first part of the survey, the quantitative results from the second part of the survey, and the qualitative findings from the semi-structured interviews. In the first part of the survey results, I present demographic data related to teachers and their experiences. In the second part of the survey results, I provide statistical analyses of items from *The Guiding Principles for Dual-language Education* (Howard et al., 2018). I then present the qualitative findings by illustrating how the eight interview participants demonstrated their dedication to upholding the three

pillars of dual language education: promoting bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence (Howard et. al., 2018). After establishing the underlying fundamental theme that the eight participants were dedicated to dual language education through promoting sociocultural competence, I conclude the chapter with themes related to teacher-identified supports in the implementation and maintenance of a successful program.

### **The Setting**

Two school districts were chosen because they met the research criterion of being Rocky Mountain resort communities located in rural amenity-based destinations. To maintain the anonymity of survey participants for both school districts, all online surveys were anonymously sent out to teachers' emails via Qualtrics. Tree School District has six dual language schools with a variety of dual language programs that range from the introductory stages of implementation to full kindergarten to fifth grade programs. Water School District has two dual language programs--one school was in the introductory phase of implementation and the other dual language school was from kindergarten to fifth grade.

To explore similar schools within the two school districts, I chose to focus my follow-up interviews in the pioneering dual language schools from each respective school district: Forest Elementary School in Tree School District and Mineral Springs Elementary School in Water School District. Both schools started with parent supported initiatives. The qualitative interview findings are presented after quantitative results.



## **Tree School District**

Bilingual instruction predated the DL programs in Tree School District.

Transitional bilingual education programs had been in place for emergent bilingual students. Around 1999 and 2000, a group of English-speaking parents became interested in DL education and began researching to see if a DL program could be implemented for their children. The parents connected with one of the first DL elementary schools in another district in the state and a state university program to gather information (Weeping Willow, personal communication, October 1, 2018).

The parents collaborated with Forest Elementary School's teachers to write a federal grant, for which they received a sum of one million dollars. This grant money was used to purchase lacking resources for DL instruction as well as professional development for existing staff. The grant lasted from 2001 to 2006. Even though there was considerable parental support from this group, there was still some hesitation from the community as a whole when the program started in 2001. However, by the end of the grant in 2006, Forest Elementary had to use a lottery system to manage the high numbers of parents who wanted to enroll their children in DL education. Forest Elementary was able to continue the program with the support of district funding; subsequently, seven other elementary schools in Tree School District began DL programs. All eight programs exist as of 2018 (Weeping Willow, personal communication, October 1, 2018). Two of the eight programs were at middle schools so they were not selected as they did not meet the research criterion of being elementary dual language schools.

## **Tree School District Interview Participants**

Pseudonyms were used to protect the identities of the four Tree School District interview participants. The three native English-speaking participants at Forest Elementary School were assigned the pseudonyms of Aspen, Pine, and Maple. The one Spanish-speaking participant was assigned the pseudonym Sabina Negra, which translates in English to Phoenician juniper. Participants ranged in experience; Aspen and Maple were new teachers and Pine and Sabina Negra were veteran teachers. A veteran teacher was defined as anyone with 10 or more years of teaching experience.

**Aspen: First grade English homeroom teacher.** Aspen got into education to help close the opportunity gap. Aspen described the opportunity gap as “families are unaware of the plethora of opportunities that exist in our [area] in reading, exploring nature.” Aspen believed parents needed to be made aware of these opportunities. She was in her first year of teaching.

**Sabina Negra: Fourth/fifth grade Spanish teacher.** Sabina Negra got into education initially teaching adults at the university but then discovered she enjoyed teaching children. She believed it was her mission in life not only to teach children but to instill the value of learning a second language as it can open doors. Sabina Negra is a veteran teacher with more than 15 years of teaching experience.

**Pine: Fourth/fifth grade math teacher self-contained.** Pine is a native English-speaker who initially got into education because she could also speak Spanish. Over time, she realized she enjoyed “sharing knowledge and seeing kids grow and love learning.” She stated, “I really have a passion for watching kids be able to have those ‘aha moments’ and learn to love math and find success through their struggles and really

open their eyes to something that most people are afraid.” Pine is a veteran teacher with more than 15 years of teaching experience.

**Maple: Kindergarten to fifth art teacher.** Maple got into education because she wanted to have a positive impact on our future by investing in children. She has a few years of experience working in schools as an assistant but she would be considered new to the teaching profession. She is a monolingual English-speaker.

### **Water School District**

The first DL program in Water School District was at Mineral Springs Elementary School. It started in 2005 because of the principal’s initiative. Around that time, the student population was dropping due to White flight. Mineral Springs Elementary School is located near affordable housing so there was a large demographic of low-socioeconomic status Latinos who worked in the rural amenity mountain industry. The principal at the time wanted to keep enrollment numbers up so he/she worked with the community and did research on how to implement an additive DL program to maintain a positive school climate. A strong contingency of White parents was interested in implementing the dual language program and were also willing to attend community meetings, assist in writing grants, and obtain local funding (Aquaduct, personal communication, October 10, 2018).

The board of education approved the implementation of the dual language program in 2005 with no additional funding to start the program at Mineral Springs Elementary School. The student enrollment dropped to the low 200s in 2004. At that point in time, 80% of the student population spoke Spanish as their native home language. The population has since increased to 440 in 2018. This increase could be

attributed to the success of the dual language program. Other achievements include a waiting list for students from areas of the school district who want to attend the school and the traditionally transient Latino population has begun to have a more permanent status in the community since the program's implementation. Finally, the high demand to have dual language education led to the creation of another program in 2018 (Acqueduct, personal communication, October 10, 2018).

### **Water School District Interview Participants**

Pseudonyms were used to protect the identities of the four participants. The three native English-speaking participants at Water Elementary School were assigned the pseudonyms of River, Stream, and Lake. The one Spanish-speaking participant was assigned the pseudonym of Mar, which translates in English to ocean.

**River: Second grade Spanish teacher.** River did a practicum in college and fell in love with working in education. She is a veteran teacher with more than 15 years of teaching experience. She has taught in Colorado and in Arizona. She is bilingual.

**Stream: Fifth grade English teacher.** Stream got into education because it was the most amount of impact she could have in our society in a positive way. She likes being able to positively impact students' lives emotionally and academically while also teaching students to be caring people. Stream is a veteran teacher and she is bilingual.

**Lake: Fifth grade Spanish self-contained.** Lake got into education initially as a way to travel but then realized "that sharing language was one of the best gifts that [she] could give." She is a veteran teacher and is bilingual. Lake understood that children need to learn academically but they also need to understand the world.

**Mar: Kindergarten Spanish homeroom.** Mar got into education for the satisfaction of seeing positive results in her students. She is a veteran teacher with more than 10 years of experience in the field of education. Even to this day, she said working at the school gives her so much energy. She said she was tired at the end of the day but pleased to be working with the kids: “*Me encanta verles. Me encanta. Me encanta estar con ellos y les quiero y ya y siempre pienso siempre pienso en cómo mejora.* (I love to see them. I love it. I love to be with them and I care about them, and I always think about how I can improve things).” Teaching takes a lot out of her but at the same time, it gives her a lot of energy.

### **Quantitative Results**

The survey results are divided into two parts. Part one consists of demographic data regarding languages spoken, languages taught, teaching experience, teaching credentials, professional development, and leadership. Part two consists of 103 items from *Guiding Principles for Dual-language Education* (Howard et al., 2018), which were condensed to 13 items. The quantitative section concludes with an explanation and justification for developing the semi-structured interview questions.

### **Online Survey Part I**

The online survey was sent to 116 elementary dual language teachers in Tree and Water School Districts. Participants had the option to take the survey in either English or Spanish. Of the 116 surveys sent out, 56 teachers responded but 12 did not finish it. The completed response rate of the survey was 38% with 44 teachers completing it. I had a desired response rate of 50%. The demographic data of the survey participants are summarized in Table 3.

Table 3

*Demographic Data of Survey Participants*

Demographics	Tree and Water School Districts	
	N/Total	%
English Teachers	24/55	43.64
Spanish Teachers	26/55	47.27
Self-contained Teachers	5/55	9.09
Bilingual Participants	36/55	65.45
Monolingual	19/55	34.55
Native English Speakers	33/55	60.0
Native Spanish Speakers	19/55	34.55
Native Catalan or French Speakers	3/55	5.00
Born in the United States	37/55	67.27
Born in a Spanish-Speaking Country	17/55	40.91
Born in Puerto Rico	1/55	1.82
Female	53/55	96.36
Male	2/55	3.64

In the area of language instruction, 43.64% of respondents identified themselves as English teachers, 47.27% as Spanish teachers, and 9.09% as self-contained teachers (instructing in both English and Spanish). The majority of respondents (65.45%) identified themselves as bilingual and 34.55% were monolingual. The majority of respondents identified themselves as native English speakers (60%) while 34.55% were native Spanish speakers; three participants identified their native languages as either Catalan or French. The majority of the participants were born in the United States

(67.27%), 30.91% were born in a Spanish-Speaking country, and 1.82% chose to identify themselves as being born in the North American Territory of Puerto Rico. There were 96.36% female respondents and 3.64% were male.

In the areas of teaching experience and education, 29.09% of participants had a bachelor's degree, 65.45% had a master's degree, and 5.45% responded "other" such as Culturally and Linguistically Diverse Education endorsement and or a national board certification. When respondents were presented with a question of whether they had a dual language teaching endorsement, 38.18% had one and 61.82% did not. The majority of respondents were in their first three years of teaching (56.37%) and 76.37% were in their first five years of teaching. Similarly, 36.37% were teachers in their current districts for three years or less and 58.19% had been in their districts for five years or less. The education levels and teaching experience of the participants are summarized in Table 4.

When asked how many hours of professional development teachers received per year, 60% identified between 1 and 10 hours, 20% identified between 11 and 20 hours, 9.09% identified between 21 and 30 hours, 9.09% identified between 31 and 40 hours, and 1.82% identified 41 or more hours. To summarize, 80% of respondents received less than 20 hours of professional development on dual language per year. The respondents communicated that 27.27% were involved in the planning or running of professional development and 72.73% were not. Regarding involvement in the inception of the DL program, 45.45% of teachers were involved and 54.55% were not.

Table 4

*Education and Teaching Experience*

Demographics	Tree and Water School Districts	
	<i>N</i> /Total	%
Bachelor's degree	16/55	29.09
Master's degree	36/55	64.45
Other: National Board Certification or Culturally and Linguistically Diverse	3/55	5.45
Dual Language Teaching Endorsement	21/55	38.18
Do Not Possess Dual Language Teaching Endorsement	34/55	61.82
In First Three Years of Teaching	31/55	56.37
In First Five Years of Teaching	42/55	76.37
Three Years or Less in Current School District	20/55	36.37
Five Years or Less in Current School District	32/55	58.19

In the area of leadership, participants were asked how many years their current administrator had served in their building in the role of principal. The number of years respondents identified their principal had served in the role of principal can be seen in Table 5.



Table 5

*Years Current Administrator Has Served in Building in Role of Principal*

Years	Percentage
1-3	43.64
4-6	27.27
7-9	14.55
10 years or more	14.55

**Online Survey Part II**

In the second part of the survey, 103 items were taken from the *Guiding Principles for Dual-language Education* (Howard et al., 2018) related to program structure, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources. The entire survey was translated from English to Spanish so participants could take it in either language. After analyzing the 103 items, it was determined that focusing on items specific to the research question would be more effective when collecting data.

Considering the research question, I selected 13 items I determined would best provide insight into teacher-identified supports. The 13 items were based on current literature: Howard et al.'s (2018) *The Guiding Principles of Dual-Language Education* and Sutchter et al.'s (2016) *Reasons Teachers Leave the Profession*. The 13 items corresponded with reasons teachers left the profession: lack of time for collaboration, lack of quality instructional leadership, lack of resources, experiences with professional

development, school culture, and lack of parental support (Sutcher et al., 2016; see Table 6 for list of items).

To ensure internal reliability, I ran the 13 items through Chronbach's alpha. The 13 items produced a Chronbach's alpha of .900. Cronbach's alpha was developed by Lee Cronbach (cited in Tavakol & Dennick, 2011) "to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1" (p. 53). Tavakol and Dennick (2011) continued, "Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test" (p. 53). Considering I would be interviewing mostly bilingual teachers, I ran a *T*-test comparing bilingual teachers from part one of the survey with the 13 items from part two. There was no significant difference,  $p = .069$  or  $p > .05$ ). I also ran several other questions and no significance was found.

Table 6

*Strand, Principle, and Key Point Aligned with Guiding Principles Statements*

Item	Strand, Principle, and Key Point	Guiding Principles Statements
1	Strand 2: Curriculum, Principle 2, Key Point C	The curriculum promotes and maintains equal status of both languages.
2	Strand 6: Family/Community, Principle 2, Key Point C	The program plans for and engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence
3	Strand 6: Family/Community, Principle 3, Key Point C	The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members.
4	Strand 7: Support/Resources, Principle 1, Key Point C	Families and community members have adequate knowledge to support and advocate for the program.
5	Strand 7: Support/Resources, Principle 1, Key Point A	Program and district administrators have adequate knowledge to support and lead the program.
6	Strand 7: Support/Resources Principle 2, Key Point C	Funding provides sufficient staff, equipment, and materials in both program languages to meet program goals.
7	Strand 7: Support/Resources, Principle 3, Key Point C	Program staff actively participate in formal and informal coalitions to strengthen support for dual language education.
8	Strand 7: Support & Resources, Principle 3, Key Point A	The program seeks the tangible support of the state, district, and local community.
9	<i>Strand 4: Assessment/ Accountability, Principle 1, Key Point D</i>	<i>The program has an adequate budget for assessment and accountability.</i>
10	<i>Strand 4: Assessment/Accountability, Principle 1, Key point D</i>	<i>Staff are provided ongoing professional development opportunities in assessment and accountability.</i>
11	<i>Strand 5: Staff Quality/PD, Principle 1, Key Point B</i>	<i>Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals</i>
12	<i>Strand 5: Staff Quality/PD, Principle 2, Key Point E</i>	<i>There is an infrastructure to support professional development that includes adequate funding, time, and human resources.</i>
13	<i>Strand 1: Program Structure, Principle 2, Key Point A</i>	<i>All students and staff have appropriate access to resources</i>

*Note.* Items in italics were deleted from consideration.

I decided to focus specifically on the 13 items related to teacher-identified supports. The participants' responses are presented in Table 7. The results are organized in four columns: minimal alignment, partial alignment, full alignment, exemplary alignment, and not applicable. The corresponding item number is in the left-hand column. The majority of the results were distributed in the columns of partial alignment and full alignment. I focused on partial and full alignment responses as these two produced the most significant statistical differences. Items 1-8 were found to have statistical significance,  $p < .05$ . I eliminated items 9-13 because no statistical significance was found at  $p > .05$ . After demonstrating that the first eight items had statistical significance between column two (partial alignment) and column three (full alignment; see Table 8), I ran a two-sample z-test on column one (minimal alignment) and column four (exemplary alignment), which produced no statistical difference.

I wanted to ensure reliability with the remaining eight items so I provided a copy of the 103 items from the *Guiding Principles* to three teachers in dual language elementary schools in Colorado, California, and Michigan. Two of the teachers were native Spanish-speakers and one was a native English-speaker. There was between 75% and 100% agreement on seven of the eight items for an average of 82.14%. I eliminated item number eight as it only had 50% agreement.

The 13 items and their descriptions are shown in subsequent tables and charts with numerals 1-13. In Table 6, I also explained the Strand, Principle, and Key Point so they could be identified in the *Guiding Principles* (see Appendix E). Item numbers 9-13 are in italics to indicate they were deleted.

Table 7

*Data from Thirteen Items Providing Insight Into Teacher-Identified Supports*

	Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Alignment	Not Applicable
Item 1	6	11	24	7	0
Item 2	1	13	23	7	0
Item 3	3	10	25	6	1
Item 4	0	27	13	4	0
Item 5	3	13	24	4	0
Item 6	5	14	24	1	0
Item 7	5	12	23	2	2
<i>Item 8</i>	<i>1</i>	<i>13</i>	<i>25</i>	<i>4</i>	<i>1</i>
<i>Item 9</i>	<i>6</i>	<i>17</i>	<i>14</i>	<i>2</i>	<i>6</i>
<i>Item 10</i>	<i>8</i>	<i>16</i>	<i>18</i>	<i>3</i>	<i>0</i>
<i>Item 11</i>	<i>5</i>	<i>17</i>	<i>16</i>	<i>4</i>	<i>2</i>
<i>Item 12</i>	<i>6</i>	<i>19</i>	<i>14</i>	<i>3</i>	<i>2</i>
<i>Item 13</i>	<i>1</i>	<i>24</i>	<i>21</i>	<i>5</i>	<i>1</i>

Items 1-8 produced significant statistical results when the partial alignment and full alignment columns were analyzed. I conducted a *T*-test that produced a *p*-value of < .05 for items 1-8. Items 9-13 produced a *p*-value of > .05. The *z*-values were also run on all 13 items. Both *z*-values and *p*-values can be seen in Table 8.

Table 8

*Partial Alignment and Full Alignment Comparison*

	Partial Alignment	Full Alignment	Z-Value	P-Value
Item 1	11	24	-2.757	.0058
Item 2	13	23	-2.375	.018
Item 3	10	25	-3.243	.0012
Item 4	27	13	2.997	.0027
Item 5	13	24	-2.375	.018
Item 6	14	24	-2.152	.031
Item 7	12	23	-2.602	.0093
<i>Item 8</i>	<i>13</i>	<i>25</i>	<i>-2.583</i>	<i>.0098</i>
<i>Item 9</i>	<i>17</i>	<i>14</i>	<i>0.6655</i>	<i>.51</i>
<i>Item 10</i>	<i>16</i>	<i>18</i>	<i>-0.4348</i>	<i>.66</i>
<i>Item 11</i>	<i>17</i>	<i>16</i>	<i>0.2202</i>	<i>.83</i>
<i>Item 12</i>	<i>19</i>	<i>14</i>	<i>1.101</i>	<i>.27</i>
<i>Item 13</i>	<i>24</i>	<i>21</i>	<i>.5982</i>	<i>.55</i>

Items 1-7 in Table 9 were used to develop the questions for the semi-structured interviews. Item 8 was eliminated as it only had 50% agreement amongst teachers who I had asked to choose items related to teacher supports. In Table 9, the column *Guiding Principles for Dual-language Education* (Howard et al., 2018) is placed next to the column Questions Developed from *Guiding Principles* statements to elucidate how the statements forming the *Guiding Principles* were transformed into questions. Questions

numbers one and eight are missing from the column as they were not based on statistical analysis but all semi-structured questions used for the interviews can be seen in Appendix H.

Table 9

*Semi-Structured Interview Questions Based on Guiding Principles Statements*

Item	<i>Guiding Principles for Dual-language Education</i> (Howard et al., 2018)	Questions Developed from <i>Guiding Principles</i> Statements
1	The curriculum promotes and maintains equal status of both languages.	2) How are you supported in ensuring equity for both native Spanish speakers and native English speakers?
2	The program plans for and engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence	3) How does your school promote community engagement or community outreach?
3	The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members.	4) Follow-up: How are their schedules respected?
4	Families and community members have adequate knowledge to support and advocate for the program.	4) How are families involved in supporting the dual language program?
5	Program and district administrators have adequate knowledge to support and lead the program.	5) How do your principal and district administrators support the program?
6	Funding provides sufficient staff, equipment, and materials in both program languages to meet program goals.	6) How is funding allocated to support both English and Spanish instruction?
7	Program staff actively participate in formal and informal coalitions to strengthen support for dual language education.	7) How do teachers collaborate to support one another in the interest of strengthening dual language education?

The initial demographic data revealed the diverse linguistic backgrounds of DL elementary teachers in rural amenity destinations. The majority of teachers (nearly 60%) were native English-speakers, 35% were native Spanish-speakers, and 5% were native speakers of another language. Returning to the research question, these data helped explain the demographics of teachers in rural amenity destination school districts. The survey participants were asked questions specific to teacher-identified supports with responses pertaining to curriculum, family and community, and support and resources, producing significant statistical differences. These responses began to answer the research question but a more in-depth analysis was further explored in the qualitative findings to seek more concrete responses. No significant statistical differences were revealed in questions pertaining to assessment and accountability, staff quality and professional development, and program structure; therefore, questions were not specifically written to address aforesaid themes. In summary, curriculum, family and community, and support and resources were identified by survey respondents as supports teachers in dual language schools in rural amenity destinations identified related to the implementation and maintenance of a successful dual language program.

### **Qualitative Findings**

This section begins with a general overview of the participants who volunteered for the one-on-one interviews. I then present the primary, secondary, and tertiary themes. The primary theme of maintaining the three pillars of DL education through sociocultural competence was explored through the lenses of the elementary dual language teachers. The secondary theme of support through human interaction is illustrated by explaining the supports teachers identified from principals, coordinators, collaboration time, a



collaborative culture, family, and community. The tertiary theme of needed or desired Spanish supports is presented by showing what teachers identified as lacking or challenging in their respective DL programs.

### **Willingness of Participants to be Interviewed**

All participants in this study were dual language elementary teachers in Rocky Mountain resort communities. Of the 44 respondents who completed the online Qualtrics survey, 23 participants, or approximately half, volunteered to participate in a one-on-one follow-up interview. This willingness to participate in research focused on dual language teacher-identified supports demonstrated the teachers' dedication to their profession.

Of the 23 volunteers for the one-on-one interviews, nine participants were selected as they were all dual language elementary teachers in two pioneering elementary schools in each of the respective school districts of Tree and Water. Forest Elementary School in Tree School District had five volunteers and four were interviewed. I made several attempts to contact the fifth volunteer but was unable to contact that individual. Mineral Springs Elementary School in Water School District had four volunteers and all four were interviewed. I interviewed three native English-speaking teachers and one native Spanish-speaking teacher from each respective school.

### **Primary Theme: Maintaining Three Pillars of Dual Language Instruction through Sociocultural Competence**

Howard et al. (2018) defined the three pillars in DL education as any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—a term encompassing

identity development, cross-cultural competence, and multicultural appreciation-  
for all students. (p. 3)

The third updated edition of Howard et al. had a greater focus on the development of sociocultural competence. Therefore, I focused the majority of the primary theme on sociocultural competence to demonstrate how the teachers had an underlying appreciation for promoting multiculturalism in addition to academics.

All eight of the participants described how their programs were focused on bilingualism. Some participants mentioned how bilingualism was promoted at least four times, whereas others spoke about it as many as 20 times. Both schools strove to promote bilingualism and biliteracy as a whole. Grade-level academic achievement was mentioned by all eight teachers by either stating how students were prepared at grade-level or by describing how academic conversations happened. At Forest Elementary School, Pine best summed up how teachers support bilingualism, biliteracy, and grade-level academic achievement as she stated, “We are supporting like both languages and not just teaching academic content but supporting language development as well.” Lake illustrated how teachers at Mineral Springs Elementary School maintained grade-level academic achievement by “creating the units of inquiry together as a grade level team.”

Having provided a brief overview of how bilingualism and grade-level academic achievement are promoted at both schools, I let the eight participants elucidate how they saw the value of sociocultural competence without being prompted. Next, I let the participants express their thoughts on what a 50/50 dual language elementary school meant to them. It was important to understand the teacher supports by comparing the different teacher perspectives of what they thought 50/50 dual language instruction

looked like at their schools. Understanding how these teachers strove to promote the three pillars of DL education in the primary theme established they were constantly working to successfully implement or maintain their respective programs. The primary theme provided credibility from the perspective of the teachers as they identified supports in the secondary and tertiary themes.

**Forest Elementary School.** All four of the interview participants at Forest Elementary School revealed in different ways how they valued sociocultural competence. Some teachers overtly expressed sociocultural competence, whereas others were more subtle.

*Aspen.* Although Aspen did not use the term sociocultural competence, she did mention she was a proponent of sheltered instruction observation protocol (SIOP) and that she had been trained as a culturally and linguistically diverse teacher. She stated, “[SIOP is] a fantastic way to reach all kids no matter what their language ability is.” Aspen believed she could reach all students.

Aspen explained that there are generally two homerooms in every grade level. She stated students received instruction in the morning in English and then in Spanish in the afternoon. She claimed it was a daily 50/50 program of English and Spanish instruction. Aspen also noted the students switched the language taught in the morning every week.

*Sabina Negra.* She had a positive perspective on education and a similar outlook on sociocultural competence:

*Los sueños se pueden cumplir. Y que realmente una parte de ese sueño tiene que ver con cómo tú te expresas, como tú te relacionas, cómo tú valoras el mundo*

*alrededor tuyo, en vez de estar cerrado en tu propia burbuja pensando solamente lo que tu ves es lo que hay en el mundo. Así que para mí la diversidad, actividades que promuevan culturales, diferentes países, intercambios entre niños, presentaciones, em, hacer Skype, FaceTime, que es lo que yo hago en clase. Es un paso para que todas esas barreras desaparezcan, cuando menos disminuyan, especialmente con los padres.*

You can accomplish your dreams. And part of this dream has to do with how you express yourself, how you relate to others, and how you value the world around you instead of being closed in your own bubble only thinking about what you see is what is in the world. So, diversity is activities that promote cultures, different countries, exchanges with kids, presentations, um, using Skype, FaceTime, that's what I do in my class. It's a step to make all of the barriers disappear, or at least lessen, especially with the parents.

Sabina Negra's views on sociocultural competence not only applied to her students but even to the parents of her students as demonstrated by "*especialmente con los padres* (Especially with the parents)."

Sabina Negra's views on 50/50 instruction at Forest Elementary were that students received both English and Spanish instruction from kindergarten forward. She noticed some courses did not have a Spanish teacher so they were conducted in English. Sabina Negra recognized that her program was not always conducted completely equally 50/50 for various reasons. Specials classes were offered in English and some courses did not have a Spanish teacher for the Spanish component.

*Pine.* She was proud to be a part of Forest Elementary School. Pine said she was glad to work at Forest Elementary School and to be a part of a dual language program. She expressed her views on dual language instruction through a lens of sociocultural competence:

I think that we are not only helping ah, mold, children who are bilingual, biliterate, but also, and not even bicultural, but kids who have an acceptance of others and who aren't afraid to go talk to someone who's different than, than them or has a different background. And so I think we're creating kids and, future adults who are better prepared to get along with people in the world, which is huge. That's what we need.

Pine's explanation of sociocultural competence was prompted by the question, "Is there anything else you would like to add?" Pine initially responded, "No." However, she again reiterated how proud she was to be a part of the dual language program and gave a descriptive definition of sociocultural competence.

Pine's view on 50/50 dual language instruction was it varied based on the grade level:

At fourth and fifth grade, dual language really should be 50% in English, 50% in Spanish, and it's not. Um, we have the kids have four teachers, um, they see myself, like I said, one week in English, one week in Spanish, so half of the year of math is in Spanish, half in English. But then they see another or Spanish teacher for, you know, half of their language arts. I want to say it's like half their day, but it depends on the day. Um, they see an English language Arts teacher, which is only taught in English.

Pine went on to provide her perspective in her own math class by adding, “We’re not at 50/50 since I’m only teaching half of the time in Spanish.” Furthermore, Pine elucidated that specials classes such as gym, art, and media were all conducted in English.

**Maple.** She provided a unique perspective as an art teacher. Maple believed in the socioemotional well-being of students: “I feel like education being in education is important to hone in on social, emotional-wellness, and helping, I work in art specifically because of, um, helping kids develop identity in themselves and being confident in who they are.” Maple instilled sociocultural competence in her students through identity development.

Maple instructed in English but had a general understanding of how the 50/50 program was set up. She stated her school was set up to be 50/50 within general education classes but that all of the specials classes were in English. She stated, “I understand you have to have a certain number of hours in English instruction and having the program set up where it's 50/50, that kind of time is a scarce resource.” Although Maple is a new teacher, she understands the difficulties in maintaining a 50/50 balance.

**Mineral Springs Elementary School.** All four of the interview participants at Mineral Springs Elementary School revealed in different ways how they valued sociocultural competence. As with Forest Elementary School, the teachers had different ways of revealing sociocultural competence.

**River.** Although River did not specifically use the term sociocultural competence, she illustrated her passion for DL instruction by stating, “I just think it’s wonderful that [dual language instruction is] happening all over.” Pine described how amazed she was

by attending a conference where she was able to watch Anglo students speaking Chinese in a Chinese immersion program. She stated, “It's just great that we are finally embracing the value of expanding our language knowledge.”

Regarding 50/50 instruction, River explained that every grade level has both an English and a Spanish component or a self-contained classroom. When asked how much Spanish was spoken at Mineral Springs Elementary, she replied “50/50.” River elaborated, saying dual language instruction looks different at every grade level:

Kindergarten, um, does kind of a different literacy block. I really try to get all the students reading in their mother tongue proficiently before really doing heavy guided reading in the second language, whereas first and second grade, we hit the ground running. We do reading in both languages. We have guided reading literacy blocks that are mixed. They're heterogeneously grouped rather than homogeneously grouped as they are in kindergarten.

River then continued explaining the model in third through fifth grades. She stated, “In third grade, they do a morning in one language, afternoon in the other.” Also, the students switch more for math in the older grades. River explained that this was similar to Mackey's (2006) model. River cited research in several of her explanations throughout her interview, demonstrating her vast knowledge of dual language instruction. When asked why students switch week to week, she responded, “According to research, it is important for students to be, to have both languages every day, not to go a day without their language.”

***Stream.*** She is a native English-speaker but she is bilingual. Stream demonstrated her belief in sociocultural competence with the following statement:

Learning any kind of language which is just so good other than your own for so many reasons, just opening your eyes, cultural inclusion, world competency. Spanish in particular is good for us just because of where we live, you know, in our population and clientele. Um, no, I think dual language is, it's, it can be nothing but good. It's a lot of work. Um, there's a lot of fine tuning to it, but I'm glad we're doing it... as an educator, if my students can leave my classroom being aware of the world outside of themselves and that there's a bigger world than just [this town] and there's different languages and different cultures and they have different religions and different beliefs and that way you need to be empathetic to one another. And I, a lot of that comes through learning a second language because you struggle and it's not easy at first or maybe ever, you know?

Stream explained that dual language can look different at different grade levels but the overall model at Mineral Springs Elementary was 50/50, “getting an even mix of both languages.” Stream continued, “If you talked to, even within a grade level, how they approached the target language, and how they make sure they’re doing 50/50 varies depending on the age group.”

**Lake.** She understands that children need to learn academically but they also need to understand the world. She demonstrated her belief in sociocultural competence with the following statement, “My kids can connect with people culturally and have a conversation and have a global mindset and can actually say, ‘Wow, I speak Spanish.’ ...And that moment when they realize like, wow, I'm bilingual and this is a different identity.”



Lake explained how Mineral Springs Elementary School attempts to maintain their DL model:

We strive for a 50/50 model as far as language exposure and also, um, groupings. So, you know we try to stick to heterogeneous groups, um, mixed language backgrounds, um, with the hope, um, you know, of peer tutoring. Um, everybody can be a risk taker. Everybody's a language learner at any given moment. Um, likewise with the exposure to language we have typically at a grade level, there will be one English speaking teacher, one Spanish speaking teacher, and they will swap students, but not repeat curriculum.

Lake explained that even when the languages were swapped, there was continuity in the curriculum.

**Mar.** She is a native Spanish-speaker from a foreign country. Mar demonstrated her belief in sociocultural competence with the following statement:

*Que estén felices es lo más importante y durante que estén felices que utilicen o qué que hagan cosas que hemos aprendido en la escuela y sobre todo, ahora más que nada ahora que tratamos mucho el 'social-emotional learning' que resuelvan problemas para sentirse ellos mismos felices o contentos o que no tengan miedo a la escuela o que hay muchas cosas ahora muchas cosas que no podemos controlar los maestros. Pero utilizamos un programa que me gusta mucho y cómo que intento darles un cable o echarles un cable con eso y eso es la parte más personal.*

What's most important is that they are happy and while they are happy, that they use and do things that we have learned in the school and above all, now

more than anything, now we try to do a lot of socioemotional learning so they can solve problems to feel happier or excited or that they are not afraid of the school or there are lots of things that we can't control as teachers. But we use a program that I like a lot and I try to help them out or give them a hand with this more personal part.

Mar was pleased with the amount of Spanish the students spoke both at school as well as at home. The students were comfortable with their sociocultural identity development to the point both native and non-native Spanish speakers were speaking Spanish at home. Mar was also pleased that students were able to apply what they had learned at school through things like social-emotional learning to solve problems and be happy.

Regarding the structure of the school, Mar explained they had a 50/50 program. She explained that if the material was taught in the target language, then it would be assessed in that same target language. She also illustrated that material would not be repeated throughout the day if students were taught in English in the morning, then content in Spanish in the afternoon would be different. She said it was a "*continuación*," not a repetition.

### **Secondary Theme: Support from Human Interaction**

Since it has been established that all eight participants were dedicated to maintaining the three pillars of DL education with a specific focus on sociocultural competence, I illustrate which supports they identified. Several sub-themes emerged as ways in which teachers felt supported by principals, coordinators, parent teacher associations (PTA)/conferences, family, community, collaboration time, and a

collaborative culture. The common underlying theme of all of these sub-theme supports was they came from human interaction. Each sub-theme is illustrated first at Forest Elementary School followed by Mineral Springs Elementary School.

**Principal support.** All four DL elementary teachers felt supported at Forest Elementary School by their principals. Aspen felt supported when her principal provided assistance with substitutes during testing times to free up her schedule. Aspen also mentioned her principal was married to a South American and felt this demonstrated a personal interest in dual language education. Sabina Negra has had a few principals and she believed they all supported her and prioritized the program. She stated, “*[Ellos] han puesto por delante el programa. Ehm, sobre todo que continúen, que mejoren, qué cosas hay que hacer para continuar, con una adición que nos ayudará.* ([They] have prioritized the program. Um, they work to make the program continue, improve, and that things that need to get done, get done to continue, with additions that will help us).” Pine stated her principal was “supportive overall” and she believed the fact the principal had a bilingual family was further proof of his vested interest in the program. Pine continued, “[The principal] defers to us as the experts and allows staff to make a lot of decisions and movement forward.” Maple felt the principal provided her with autonomy to find and use the resources she needed.

At Mineral Springs Elementary School, River stated her principal having children in the dual language program demonstrated a vested interest. Furthermore, River stated, “[The principal] listens to what teachers' needs are, and we have regular professional learning groups that where we go over what is working, what we can work on and improve.” Stream felt she had “100% administrator support.” Stream felt her

administration strove for equity and would also look for opportunities to have professional development on dual language instruction. Lake commented the principal had been on board since the beginning of the program: “It wasn't a, the staff trying to convince [the principal] of the purpose of our school, [the principal] was onboard and, and loves it and fought for it from the beginning.” Mar felt supported as the principal always made sure the teachers had time to meet every week and collaborate.

**Coordinator support.** Both Forest Elementary School and Mineral Springs Elementary School had a person in a coordinator/supportive role. The role had a common theme of reducing the workload on the teachers while providing instructional supports. The coordinator at Forest Elementary School was focused on Spanish support so this person is referred to as a Spanish Coordinator. The coordinator at Mineral Springs Elementary School was involved with the International Baccalaureate (IB) program so this person is referred to as an IB Coordinator.

At Forest Elementary School, three of the four teachers identified the Spanish Coordinator as a valuable support. Aspen, Sabina Negra, and Maple all mentioned the Spanish Coordinator. Aspen was grateful for the Spanish Coordinator's support during testing. Even though Sabina Negra was a native speaker of Spanish and presumably would not need Spanish assistance, she still valued what the Spanish Coordinator did: “[La coordinadora] se encarga de coordinar con los padres hispanos, eventos para la comunidad, integrarlos en la escuela, también se dedica a ayudar en grupos pequeños, cuando hay necesidades. The coordinator is in charge of coordinating with the Hispanic parents, events for the community, integrating them into the school, and also she is dedicated to helping small student groups when necessary.” Maple was helped by the

Spanish Coordinator in making a vocabulary wall as well as in creating visuals for the classroom.

At Mineral Springs Elementary School, three of the four DL elementary teachers mentioned the IB Coordinator. River thought the IB Coordinator was “fabulous.” River stated, “Every week during our planning time, we sit with the IB Coordinator to really flesh out our IB planners, reflect on them and um, make sure we are true to the lines of investigation.” River was grateful for the collaborative time as well as assistance in vertical alignment from the IB Coordinator. Lake enjoyed meetings with the IB Coordinator because they were organized, had a purpose, and ensured teachers were incorporating requisites of the IB program. Mar felt supported with the IB Coordinator’s weekly meetings and discussions on how to incorporate IB themes into class trips. Even though Stream made no mention of the coordinator, she did mention the students had to do extensive research and present to the community as part of the IB program. A visual representation of principal and coordinator supports can be seen in Table 10.

Table 10

*Supports from Human Interaction: Principals and Coordinators*

School	Participant	Principal	Coordinator
Forest Elementary School	Aspen	Support with substitutes during testing	Help during testing
	Sabina Negra	Support by continuing the program	Integrates the Hispanic Community
	Pine	Principal defers to teachers as experts	Did not mention, but Pine is bilingual
	Maple	Teacher autonomy	Help in creating Spanish Resources
Mineral Springs Elementary School	River	Listens to teachers' needs,	Help with curriculum and vertical alignment
	Stream	Feel 100% supported	Kids do extensive research and present to community
	Lake	Principal fights for program	Help teachers align to curriculum
	Mar	Principal provides time to collaborate	Meetings and discussions

**Family and community support.** At both Forest and Mineral Springs Elementary Schools, family and community supports were mentioned by every single teacher at least once and often repeatedly. Most teachers at both schools identified the PTA or parent-teacher student association (PTSA) and parent-teacher conferences as ways in which they felt supported by parents. Aspen, Pine, and Maple all mentioned the importance of the PTA. Maple said both English-speaking and Spanish-speaking parents attended PTA meetings. Maple stated, “There's always a parent willing to help out with

something. There's, the PTA is, the most active PTA I've heard of and when I talked to other schools within our district.” Aspen and Pine also mentioned parent-teacher conferences were helpful. Pine stated, “Parent-teacher conferences are a huge piece of [parent education] and we really, I think probably have 100% of our families come into the school.” The teachers valued the high participation rates of the families and the fact both the PTA and parent-teacher conferences could be conducted in English or Spanish.

At Mineral Springs Elementary School, all teachers mentioned the importance of parent-teacher conferences and three of the four teachers said they valued the PTSA. Both Lake and Mar said they appreciated the fundraising support of the PTSA. However, Lake elucidated the schedule of the meetings might be geared more toward parents who did not have a typical work schedule. All four teachers said the parent-teacher conferences were a form of support. Stream highlighted that the conferences were bilingual and in January they were student led. Lake even connected the conferences to an interlinguistic learning experience:

We're doing translanguaging during the conference and so it just, that feeling of, we know what you're saying and you're part of your child's learning and even as your child is taking work home or doing homework or reading books because they're in both languages and the parents have that participation in it.

Howard et al. (2018) recognized translanguaging as a cross-linguistic strategy to promote bilingualism. Teachers mentioned the PTA, PTSA, and parent-teacher conferences were provided in English or Spanish to meet the linguistic needs of the parents. However, the PTSA seemed to have more English-speaking parents.

Family support other than PTSA or parent teacher conferences was also mentioned by every participant at both schools. At Forest Elementary School, families were engaged in a variety of ways such as field trips, celebrations of learning, picnics, and field days. Aspen said they had so much support from parent chaperones for field trips that teachers had to turn parents away. Sabina Negra said that for one field trip, the teachers needed 10 chaperones and they had 25 parent volunteers. Sabina Negra illustrated how the school celebrated student learning with parent involvement as well:

*También entregamos diplomas a los chicos dependiendo de si han logrado subir o si están bastante bien cualquier habilidad de lectura, escritura, matemáticas, se celebra todo. Entonces eso es una celebración que hacemos todos los meses para los padres. Y tenemos bastante gente que viene al gimnasio.*

We also give diplomas to students depending on whether they have achieved the next level of reading, writing, math, we celebrate everything. It is a celebration that we do every month for the parents. And, we have a lot of people come to see the celebration at the gym.

Pine said she meets with each parent at least twice a year and parent education nights are held at the school. Maple stated, "I have never seen so much parent involvement as I do it at this school." Maple said there was always a parent willing to help out with something.

At Mineral Springs Elementary School, parents were engaged in language nights, Mexican Independence Day celebrations, Fun Runs, bilingual music programs twice a year, and Mother Tongue Days. River said that on Mother Tongue Day, parents were invited to come in and present. All students and teachers went around the school to see



the presentations. Stream said there were 10 different groups studying world issues such as global warming and animal abuse with parents who come in to support. Stream stated, “Our school is really good at openly inviting families to support, to be a part of our school, to participate, to help to um mentor in the classroom for exhibition.” Lake said it seemed like there were parent volunteers coming in at every grade level. Lake stated, “The conferences, activities, it just seems there's an ambience of parent involvement.” Mar felt extremely supported by the parents: “*Cuando una familia ya elige esta escuela, ya es un apoyo 100% hacia nosotros* (When a family chooses this school, it’s already a 100% support for us).” Mar claimed the school is well known in the community and parents already know what is expected of them when enrolling their children, such as volunteering.

Community emerged as a theme in both schools. At Forest Elementary School, Aspen mentioned an organization that provided afterschool academic and enrichment programs. She said the after-school program hosts an event where students present to the community. Aspen also added there were organizations such as one recreational center that provides free swimming lessons for kids and another that provides basketball, gym use, and karate lessons. Sabina Negra saw the school as part of the community and believed the intermixing of grade levels, community members, and teachers all made sense when put in the context of Pathway Awards given to students who are on a bilingual pathway. To receive the award, children tutor one another from different grade levels and community members come in to see the presentations. Sabina Negra also mentioned that children go on field trips to national parks. Pine said, “Our school has a huge community involvement.” Community members had various ways to get involved

such as ice cream socials or pancake breakfasts. Maple stated there was a community specials night to celebrate learning.

Mineral Springs Elementary School also had numerous community engaging events. River mentioned a fun run to celebrate Mexican Independence Day that involved the community. Stream recruited teachers from Uzbekistan, Poland, and Mexico to present on Mother Tongue Day. In fact, both Stream and Lake stated more than 40 community members presented on that day. All cultures were celebrated--not just English and Spanish-speaking cultures. Lake said their school had an “open-door policy,” which made the community a valuable resource. Mar was the only teacher to mention a non-profit that helped with educating parents: “*También nos ayuda mucho y a las familias que no hablan inglés para dar ayudas económicas o ayuda social, emocional y también viene mucho aquí ayudar a, con familias* (It helps us a lot and the families that don’t speak English to give financial and socio-emotional support, and a lot come to help here with families).” All four teachers valued their external supports. A visual representation of family and community supports can be seen in Table 11.

Table 11

*Family and Community Support*

School	Participant	PTA/Conference	Family	Community
Forest Elementary School	Aspen	PTA/Conference	Lots of chaperones	Academic and enrichment programs
	Sabina Negra	Did not mention	Lots of chaperones, parents come to celebrate learning	Community in building kindergarten to 5th grades
	Pine	PTA/Conference	Parents come to parent education	Huge involvement
	Maple	PTA	Always a parent willing to help out	Community Specials Night
Mineral Springs Elementary School	River	PTSA/Conference	Parents present on Mother Tongue Day	Celebrate Mexican Independence Day
	Stream	Conf.	Parents volunteers	Mother Tongue Day
	Lake	PTSA/Conference	Parent volunteers	Mother Tongue Day Community is resource
	Mar	PTSA/Conference	100% Parental	Non-profit assistance

**Collaboration time and a collaborative culture.** At both Forest and Mineral Springs Elementary Schools, a collaborative culture was mentioned by every teacher and collaborative time was mentioned by seven of eight teachers. The one participant who did not mention collaborative time was an elective teacher and did not have a grade level co-teacher. Collaboration time was valued at Forest Elementary School through

professional learning communities (PLCs) and co-planning every week. Aspen received specialized training during her PLCs on SIOP strategies. Sabina Negra described her weekly team meetings as family-like: “*Somos una familia.*” Pine appreciated the PLC meetings as an opportunity to discuss “challenges you're facing in your classroom and how can your other teammates support you in those.” Pine continued that the PLCs were really about connecting all of the instruction for the students so their learning was not separate.

Professional learning communities and weekly co-planning meetings were identified as collaborative times teachers valued at Mineral Springs Elementary School. River appreciated the time to meet weekly with the IB Coordinator. Stream valued the PLC time but she would have liked more time focused on DL instruction and she believed her principal would agree. Lake said it was demanding preparing an IB curriculum so she was grateful for time with grade-level teachers. She expressed her appreciation of collaboration time:

Since we share students, we're really tightly knit at grade level teams, so we meet at least once, possibly twice a week just to be on board together. We're sharing lessons. Um, we're designing lessons together, um, because there's no packaged curriculum that perfectly fits us, we get to create it, which is beautiful.

Mar also appreciated grade-level planning: “*Las reuniones semanales de yo creo que es lo que más nos apoya a nivel de equipo de maestros y el lenguaje dual* (I believe the weekly meetings help us most of all as a team of teachers as well as in dual language).” Mar also valued her weekly grade-level meetings that afforded her the opportunity to meet with a co-teacher who supported with writing.

Having time to meet was a factor in supporting teachers but the collaborative culture grew from the cooperative, caring, and dedicated staff at the schools. At Forest Elementary School, all four teachers demonstrated attributes of a collaborative culture. Aspen stated that during her collaborative time, the focus was on finding ways to best support learning in both languages. Sabina Negra demonstrated how much coordination occurred in differentiating to meet the needs of all learners:

*Tenemos grupos pequeños en los que los estudiantes se separan por grupos o por habilidades y durante tres meses están todos, casi los días, o dos veces por semana, 30 minutos cada día con una maestra especializada en ayudarles en esa habilidad, fluidez oral, comprensión, expresarse oralmente, escribir y durante tres meses se enfocan en esa área. A los 3 meses miramos los resultados, han subido, han bajado, como están, hay que cambiarlos, no hay que cambiarlos.*

We have small groups of students that separate by groups or abilities and during three months everyone is together, almost everyday, or twice a week, 30 minutes everyday with a specialized teacher to help them in their ability, oral fluency, comprehension, oral expression, writing and during three months they focus in this area. At three months, we look at the results, have they increased, decreased, how are they, do we have to change groups, should we keep them in their groups?

Sabina Negra continued with examples of the collaborative culture at her school in this self-dialogue: *“Nos reunimos todas las semanas, eh, mi compañera de inglés y yo nos reunimos muchísimo ”¿qué estás haciendo? “qué estoy haciendo ” “¿qué proyectos de escritura has hecho? ¿cómo podemos intentar que hagan las conexiones? (We get*

together every week, um, my English co-teacher and I get together a lot, ‘What are you doing?’ ‘What am I doing?’ ‘What writing projects have you done?’ ‘How can we make sure the students make connections?’.” Sabina Negra added there were constantly meetings and feedback.

Pine described herself as being on an island since she taught in a self-contained classroom. However, she was able to explain the importance of collaboration time throughout the school. She stated, “English and Spanish literacy [teachers] work together to make sure that they are bridging the concepts and the language.” Maple was in a similar situation of being isolated as an electives teacher. However, she valued all the collaboration she had done with Spanish teachers as well as the Spanish Coordinator. Both Pine and Maple mentioned they implemented bridging strategies. Howard et al. (2018) described bridging as a cross-linguistic strategy to promote bilingualism.

Mineral Springs Elementary School also had a collaborative culture. River claimed her weekly meetings were “focused on that collaborative process.” Stream stated, “I would say it's something we have at our school is great comradery. Um, both languages working together.” Stream added that some teachers had come to the school not willing or able to commit to the hard work of constantly collaborating and then left. She said it was double the work with double the languages but in the end, double the benefits! Lake contrasted the current climate of an open-door policy to the olden days of a closed-door policy where teachers would shut their doors and work on their own. Currently, Lake claimed the culture is open door:

So much collaboration, sharing and then reflecting, "Hey, how did that go? "Well, that was wonderful." "Oh, my kids didn't have a clue, what ways can we

backtrack?" "Hey, can we redesign this?" And so, um, the fact that everybody's tweaking it, everybody's creating it. Everybody's reflecting on how it goes. Um readjusting depending on the students. Um, it's a great, great ambiance for collaboration.

Mar claimed she also met during her weekly meetings to go over assessments and reflect on her practices. This provided her the opportunity to collaborate with colleagues and see what the students had and had not learned. A visual representation of collaboration time and collaborative culture can be seen in Table 12.

Table 12

*Collaboration Time and Collaborative Culture*

School	Participant	Collaboration Time	Collaborative Culture (CC)
Forest Elementary School	Aspen	Learn about SIOP at PLCs	Focused on supporting both languages
	Sabina Negra	We're a family	Focused on supporting both languages and reflecting.
	Pine	PLCs to collaborate and support	Focused on bridging
	Maple	Did not mention	Focused on bridging
Mineral Springs Elementary School	River	Appreciated weekly meetings with IB Coordinator	Focused on collaborative process
	Stream	Valued PLCs	Hard work, but great comradery
	Lake	Appreciated grade-level planning time	Open door and great ambience
	Mar	Appreciated grade-level planning time	Meet with colleagues and review assessments

### **Tertiary Theme: Needed or Desired Spanish Supports**

In the theme of needed or desired supports, teachers identified some supports that existed and some that would be needed or desired to implement and maintain a successful dual language program in a Rocky Mountain resort community. This tertiary theme was different than the previous two because in the first two themes, teachers identified supports that were in place, whereas this theme was focused more on supports that were lacking or desired. Challenges and struggles were presented that elucidated teacher identified needed or desired Spanish supports.

**Lack of Spanish resources.** All eight teachers interviewed either said there were either a lack of Spanish resources or a lack of quality curricula on the market. The important distinction here was the teachers and administrators at both schools attempted to purchase equitable Spanish resources or curricula but the scarcity of resources or cost in the market presented more challenges in acquiring them. At Forest Elementary School, Aspen said she had seen her Spanish co-teachers have to translate the same grade-level content English books into Spanish because the same book did not exist in Spanish. She added, “There is a huge disparity of resources that are available in Spanish for reading than exist in English.” Sabina Negra said she met with the librarian once a year to review book resources and to stay up-to-date. She said thousands of English resources are available online but not as many Spanish resources: *“Algo que sé es que son muy costosos los libros electronicos en espanol. Son mucho más costosos que los que son en inglés* (Something that I know is that the electronic Spanish books are much more expensive. They are more expensive than the English books).” Pine recognized there was funding to purchase materials as she stated, “Whatever resource we want, we



can get.” However, she also commented that there was a shortage of Spanish books in the library. Maple felt there was an equal amount of resources; however, she recognized that if someone else were asked, the response could have been different.

At Mineral Springs Elementary School, all four teachers commented on the lack of Spanish resources. Mar felt equal to her English co-teacher in terms of respect as a professional and allocation of resources. She admitted there were less Spanish resources than English but said there was a balance of funding between the English teacher and herself. Stream claimed there was always an attempt to purchase equal resources but that they were not always available:

You could probably guess which language doesn't have enough [resources]. Um, it would be Spanish and it's not for lack of trying. It's because oftentimes the materials aren't created. So if you really want to make your money Miguel, go into curriculum development in Spanish, that is meaningful and fun for kids because a lot of the stuff that's out there is boring or it's not, it's not the level that it is in English... It's really hard to find like a novel to read in Spanish that isn't so hard for the vocabulary. Some materials are difficult, especially at the higher levels in, in elementary school.

River said the teachers only adopted curricula that were available in both languages. However, she said it was a bit challenging to find quality curricula in both languages. River recalled a bilingual resource that used to be readily available but it had become scarcer and expensive. She stated, “I've looked online for some of those books, and they're just like, oh, \$20 for something that used to be \$6.” Lake had a positive outlook on the current balance of resources as she compared them to the past. She said

there used to be much less Spanish resources but thanks to the current principal, the resources had become more balanced. Nonetheless, she added she could always use more funding for Spanish resources.

**Retaining qualified bilingual teachers.** Although retaining qualified bilingual teachers might seem like something affecting administration only, teachers identified the strains and challenges of bilingual teacher attrition as a factor that indirectly impacted them. Teachers at Forest Elementary School were grateful for all of the translating and support Spanish teachers provided. The participants also recognized there was a scarcity of bilingual teachers. When talking about how much time Spanish teachers spent translating materials, Aspen stated, “I see my Spanish teacher cohort, you know, colleagues working twice as hard sometimes.” Sabina Negra stated there were bilingual teachers for English language, math, and Spanish language but that some classes such as specials were only conducted in English. Pine added that science and social studies were also conducted in English only. Pine thought staffing was not equal because it was difficult to find bilingual staff. Pine had heard the entire school district was thinking of implementing dual language schools but she did not believe there would be enough bilingual teachers to staff the buildings. Maple was grateful for all of the support she had received from her Spanish Coordinator as well as well as another Spanish teacher who would come in and translate specific instructions.

Teachers at Mineral Springs Elementary School appreciated and recognized Spanish teachers but agreed they would feel more supported if qualified Spanish teachers were able to stay for longer than three years on their visas. River and Stream both stated it was difficult to find teachers who were really fluent in Spanish in the county where

Mineral Springs Elementary School is located. If teachers were indeed fluent, then it was difficult to find fluent Spanish-speakers with teaching credentials. As a result of not having locally qualified fluent Spanish-speakers, River stated, “The district goes, looks to other countries, to recruit those teachers.” Stream also added that some qualified teachers had jobs in the schools but then had to leave because their visas expired. Lake explained through an imaginary dialogue the challenges of the re-acclimation cycle that often occurred by first providing the perspective of the foreign teacher and then the challenges of the veteran teachers at the school:

"I need a place to live!" "How's the banking system work?" "I need to get a social security number? Well, I don't even have a bank account!" Like all those survival type things are happening as they launched their year. And so it's really difficult then to get on board with our International Baccalaureate curriculum um, "Are you providing comprehensible input?" "Now make sure you know all the ins and outs of Math, but Math program." And so people are struggling and I think for any teacher it is difficult, let alone somebody coming from another language, another culture, another setting um, to jump into it. And so there's that learning curve. So already time's lost.

Lake indicated the above scenario typically happened in the first year; by the second year, the foreign teacher adjusted and by the third year, the foreign teacher would express a desire to stay but then had to leave because a visa was expiring. Howard et al. (2018) claimed that supporting newly hired dual language teachers was associated with teacher retention. However, aforesaid research did not take into consideration the cyclical hiring process due to visas expiring. Lake felt constantly training teachers to

only watch them come and go could be a challenge to the DL program. Mar enjoyed working in the United States but she recognized that eventually she would return to her home country. A visual representation of lacking Spanish resources and the challenges of teacher retention can be seen in Table 13.

Table 13

*Needed or Desired Spanish Supports*

School	Participant	Lack of Spanish Resources	Retaining Qualified Spanish Teachers
Forest Elementary School	Aspen	Spanish teachers translate English resources	Spanish teachers sometimes work twice as hard
	Sabina Negra	Lack of electronic Spanish books or too expensive	No bilingual teachers in specials
	Pine	Lack of Spanish books in library	Not enough bilingual staff
	Maple	Feels like resources are equal, but another teacher might disagree	Grateful for Spanish supports
Mineral Springs Elementary School	River	Lack of quality curricula	Difficult finding fluent Spanish Teachers
	Stream	Lack of quality grade-level books	Difficult finding fluent Spanish Teachers
	Lake	More equal than in the past, but could still use more Spanish funding	Difficult training and retaining
	Mar	Feels equal, but still need more Spanish resources	Recognized she will return to home country

## Conclusion

The purpose of this chapter was to use survey and quantitative data to answer the research question. The 44 participants who took the online survey contributed tremendously to the field of DL education by providing data to set up the one-on-one interviews. The eight participants participating in the interviews demonstrated an outstanding amount of commitment and dedication to their students and to DL education. Instilling sociocultural competence emerged as a fundamental pillar in the implementation and maintenance of a DL program. In answering the research question; the importance of supports through human interaction was revealed by the participants who identified the importance of principals, coordinators, collaboration time, a collaborative culture, family, and community. Teachers expressed their respect for Spanish teachers and concerns for the amount of extra work they sometimes needed in translating resources. The participants illustrated the challenges of living in rural amenity destinations by citing a lack of resources available to Spanish teachers and concerns about Spanish teacher attrition with specific emphasis on geographical isolation. These concerns and limitations of the study are presented in Chapter V.

## **CHAPTER V**

### **DISCUSSION**

#### **Introduction**

In this chapter, a summary of the findings from the mixed-methods, explanatory, sequential design is reviewed. I provide a summary of the study and refer back to the conceptual framework on dual language (DL) education detailed in the literature review in Chapter II. An analysis of the quantitative and qualitative data is presented with conclusions. Next, limitations of the study are discussed. Finally, practical implications and recommendations for future research are outlined.

#### **Summary of the Study**

The purpose of this study was to analyze the experiences of DL elementary teachers working in school districts in rural amenity destinations in Rocky Mountain resort communities. I studied DL elementary teachers to determine how they identified supports in the implementation and maintenance of DL programs by using the *Guiding Principles for Dual-language Education* (Howard et al., 2018) as a conceptual framework. There were 44 participants in the survey and eight participants in the one-on-one interviews. Four teachers were interviewed in Tree School District and four teachers were interviewed in Water School District. The qualitative, epistemological viewpoint of this study was grounded in constructionism. Crotty (1998) described that with constructionism, “meanings are constructed by human beings as they engage with the world they are interpreting” (p. 43). Interviews were approached from an interpretivist

theoretical perspective, allowing me to explore the phenomenon of instructional supports for DL programs in the two school districts of Water and Tree. The following research question guided my study:

- Q1 What supports do teachers in dual language schools in rural amenity destinations identify related to the implementation and maintenance of a successful dual language program?

### **Discussion**

The discussion begins with a brief review of the quantitative data. Next, I provide an analysis of the quantitative data. In Chapter IV, I detailed the fundamental primary theme of sociocultural competence. However, this discussion is focused more on the secondary and tertiary themes as they better answered the research question.

### **Quantitative Results**

The response rate was 38% and 51% of those respondents volunteered to participate in a face-to-face interview. Although there were no overall significant differences when comparing bilingual teachers to the 103 items of *Guiding Principles* (Howard et al., 2018), statistical differences were revealed among teachers when the focus was redirected to 13 items relating to teacher-identified supports. Perceived differences according to  $p$ -value ( $p < .05$ ) were found in the first eight areas and not in the last four areas ( $p > .05$ ) when comparing partial alignment and full alignment responses (see Table 14).

Table 14

*p-Values for Thirteen Items Relating to Teacher-Identified Supports*

Item	Guiding Principles Statement	<i>p</i> value
1	The curriculum promotes and maintains equal status of both languages	.0058
2	The program plans for and engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence	.018
3	The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members	.0012
4	Families and community members have adequate knowledge to support and advocate for the program	.0027
5	Program and district administrators have adequate knowledge to support and lead the program	.018
6	Funding provides sufficient staff, equipment, and materials in both program languages to meet program goals	.031
7	Program staff actively participate in formal and informal coalitions to strengthen support for dual language education	.0093
8	The program seeks the tangible support of the state, district, and local community	.0098
9	The program has an adequate budget for assessment and accountability	.51
10	Staff are provided ongoing professional development opportunities in assessment and accountability	.66
11	Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals	.83
12	There is an infrastructure to support professional development that includes adequate funding, time, and human resources	.27
13	All students and staff have appropriate access to resources	.55

*Source.* Howard et al. (2018).



The responses from the 13 items provided a statistical way to measure significance. Items 1-8 revealed statistical significance ( $p < .05$ ) whereas items 9-13 produced no statistical significance ( $p > .05$ ). Item eight was eliminated because it was not identified by my colleagues as related to teacher supports. This information gleaned from the survey data was fundamental in developing the interview questions.

### **Qualitative Findings**

While many of the findings were significant, the majority of supports identified by elementary dual language teachers aligned with two main themes: (a) support through human interaction such as principals, coordinators, collaboration time, a collaborative culture, PTA/conferences, family, and community; and (b) needed or desired supports that addressed issues including a lack of Spanish resources and retaining qualified Spanish teachers. An overarching theme was all eight participants focused on bilingualism; yet, they had different perceptions of what 50/50 DL instruction looked like in their schools and which best aligned with strand one, program structure. I connected all aforesaid themes and components to the conceptual framework of *The Guiding Principles* (Howard et al., 2018) with a small recognition of lesser mentioned supports such as professional development and technology. Since the majority of questions were developed from strand six, family and community, and strand seven, support and resources, many of the themes naturally aligned with those two sections of the conceptual framework. The teaching experiences and perceptions of supports of Aspen, Sabina Negra, Pine, Maple, River, Stream, Lake, and Mar were consistent with current literature on DL teachers (Cammarata & Tedick, 2012; Carver-Thomas & Darling-Hammond, 2019; Cervantes-Soon, 2014; Howard et al., 2018; Sutchter et al., 2016).

**Principals.** All eight of the participants felt supported by their principals, thus aligning with strand one, program structure. Howard et al. (2018) posited a fundamental principle of program structure is “the program has strong, effective, and knowledgeable leadership” (p. 148). Sutchter et al. (2016) identified the quality of instructional leadership as a workplace condition associated with teacher attrition. A noteworthy underlying theme I had not come across in literature was a few of the participants (Aspen, Pine, and River) mentioned their principal was dedicated to dual language because either the principal’s family or children was bilingual. Pine mentioned her principal was bilingual and desired a bilingual community. Carver-Thomas and Darling-Hammond (2019) cited administrative support as one of the key variables that drove teacher retention. Neither of the principals started the DL programs but both of them were highly valued. Even though each school was started for different reasons--Tree Elementary School because of parental initiative and Mineral Springs Elementary School to increase enrollment, they both continued to be successful with supportive principal leadership.

**Coordinators, collaboration time, and collaborative culture.** Teachers at Forest Elementary School valued their Spanish Coordinator and participants at Water Elementary School appreciated their IB Coordinator. Carver-Thomas and Darling-Hammond (2019) recommended high-quality induction programs, time for collaboration, and mentoring to reduce teacher attrition. The authors also recommended time for collaborative planning with colleagues. Teachers reflected a desire to collaborate with their colleagues; three of the four teachers at Forest Elementary School and all four teachers at Water Elementary School said collaboration time was a valuable support. River stated many of the professional learning groups were focused on the collaborative

process. Sabina Negra claimed she collaborated to differentiate students based on their needs such as oral fluency or comprehension. The teachers then revisited the results every three months to ensure students were placed correctly. Carver-Thomas and Darling Hammond identified analyzing student work as a high-leverage activity. Sutcher et al. (2016) identified a number of conditions associated with teacher attrition such as collegial relationships and time for collaboration and planning.

All eight participants identified the importance of a collaborative culture as a support. Forest Elementary participants expressed their collaborative process allowed them to focus on supporting both languages with bridging being one of their main strategies. Water Elementary School teachers each had a unique description of their collaborative culture. River said they focused on the collaborative process, Stream said they built comradery through hard work, Lake said they had an open-door policy with a great ambience, and Mar claimed she enjoyed meeting with her colleagues. Sutcher et al. (2016) recognized school culture as a significant factor in teacher attrition.

The themes of coordinators, collaboration time, and collaborative culture aligned with strand one--program structure, strand two—curriculum, strand three—instruction, and strand four--assessment and accountability. The first three strands shared the commonalities of supporting the attainment of the three core goals of DL education and the fourth was based more on analyzing data to meet state content and language standards. Coordination and time are needed in the alignment of curriculum and the synchronizing of grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. This could be a plausible explanation for the appearance of these three themes in the first four strands.

**Family, community, parent teacher associations, and conferences.** Family and community support emerged as teacher-identified supports. Every single teacher identified both family support and community support in both respective elementary schools. Howard et al. (2018) stated effective programs “make the school environment a welcoming and warm one for families of all language and cultural groups, where bilingualism is valued” (p. 108). This was certainly the case in both Rocky Mountain resort communities where participants were interviewed. Mar had a scientific explanation for the central location of her elementary school:

*Normalmente se utiliza mucho la escuela como centro neurálgico, como de conexión. La escuela casi siempre está abierta a cualquier cosa que pasa.*

Normally the school is used as a neurological center, like a connection. The school is almost always open for whatever is happening.

Sabina Negra shared multiple events where cultural groups and bilingualism were valued such as presentations to parents about the DL program, celebrations of holidays, and bilingual presentations. She stated, “*Hay una conexión muy fuerte entre el programa bilingüe, los padres, y la escuela* (There is a strong connection between the bilingual program, the parents, and the school).” Teachers at Water Elementary School also mentioned several ways in which cultural groups and bilingualism were valued through celebrations of holidays and bilingual presentations. They even encouraged participation from multiethnic cultures other than Spanish-speaking and English-speaking parents with turnouts of more than 40 presenters. The theme of family aligned with strand six--family and community.

At times, there was no clear distinction between community and family either in the explanation of the participant or in their interpretation of the question. Regarding the face-to-face interview question, “How does your school promote community engagement or community outreach?,” some participants interpreted community engagement or community outreach to mean family and some believed it meant external organizations. For example, Aspen answered the question by listing three external organizations that supported the DL program, whereas Pine mentioned the PTA, ice cream socials, and math nights, all of which involved inviting families into the school. Likewise, at Water Elementary School, Mar focused on parent engagement for her response, whereas Lake provided examples of both parent engagement and non-family members external to the school such as the superintendent, the school board, and the town mayor.

Almost all of the participants cited PTA or PTSA and parent-teacher conferences as ways they felt supported. Teachers were determined to meet with parents by extending the deadlines of conferences and by offering them in English or Spanish. One concern of the PTA/PTSA mentioned by one participant was the meetings were comprised of mostly White parents--most likely due to the time of day that would not be convenient for a typical working employee to attend. This was consistent with Cervantes-Soon (2014) who explained that globalization and neoliberal trends increasingly shaped communities and, as a result, the structure of TWI programs. If one group of stakeholders was involved in the decision-making process, another group could be marginalized. Parent-teacher conferences and PTSAs or PTAs aligned with strand six--family and community.

**Lack of Spanish resources.** Most teachers felt like both languages were funded equally but seven of eight described either a lack of Spanish resources or a lack of quality curricula in the market. Strand seven, support and resources, aligned with this theme because one of the foci was on equitable and adequate funding (Howard et al., 2018). Forest Elementary School teachers--Aspen, Sabina Negra, and Pine--respectfully stated the following regarding lacking resources: Spanish teachers had to translate resources, lack of electronic Spanish books or too expensive, and lack of Spanish books in the library. Water Elementary School teachers, River and Stream, described a lack of quality curricula while Lake and Mar both said Spanish could still use more funding even though they admitted funding was equal. Stream had advice for me or any future entrepreneur when she said, "If you really want to make your money, Miguel, go into curriculum development in Spanish." Sutchter et al. (2016) identified a lack of resources as one of the workplace conditions associated with teacher attrition. The statements of teachers accurately reflected current research on teacher attrition due to lack of resources. Carver-Thomas and Darling-Hammond (2019) noted teacher shortages could increase in schools with few resources.

**Retaining qualified Spanish teachers.** A wealth of literature exists on the difficulties of finding qualified bilingual teachers (Cammarata & Tedick, 2012; Valdez, Freire et al., 2016) and the challenges with recruiting teachers from Spanish speaking countries (Cervantes-Soon, 2014; Freire & Valdez, 2017). The theme of retaining qualified Spanish teachers was revealed in three ways: by the strains placed on Spanish teachers themselves, the collaborative challenges placed on English-speaking teachers, and issues with teacher attrition. Forest Elementary School teachers--Aspen, Sabina

Negra, Pine, and Maple--respectfully stated the following regarding Spanish teachers: Spanish teachers sometimes worked twice as hard, none of the specials teachers were bilingual, there was a lack of bilingual teachers, and an overall gratefulness for Spanish supports. The gratitude expressed by Maple was for all of the Spanish translation and interpretation done for her by Spanish teachers. Aspen thought the amount of time Spanish teachers spent translating needed to be “worked on.” The burden of time in translating and interpreting due to the lack of resources more often than not drew away the opportunities of these Spanish teachers to fully participate in collaborative content-based or grade level planning.

Water Elementary School teachers focused more on recruiting and retaining Spanish teachers. River and Stream stated it was difficult to find fluent Spanish teachers. Stream expressed concerns regarding the logistics of training and retraining foreign Spanish teachers because of visa limitations. Mar underscored this situation when she recognized she would eventually return to her Spanish-speaking country of origin.

Stream and Lake explained that Spanish teachers often had to return to their countries because their work visas expired. Hiring foreign Spanish teachers was reflected in current literature. Cervantes-Soon (2014) noted TWI program administrators recruited teachers from Latin America, Spain, and other places. Stream and Lake both expressed frustration with the reality that qualified foreign Spanish teachers at Water Elementary School wanted to stay but could not because of visas expiring. Cervantes-Soon claimed the reason administrators hired foreign teachers could be because of the lack of bilingual educators in certain regions and because higher education did not adequately prepare them.

Researchers suggested ways to confront teacher attrition. Carver-Thomas and Darling-Hammond (2019) recommended “Grow Your Own” teacher preparation models by recruiting local students and staff to capitalize on the proximity of hiring locals to teach (p. vii). One drawback with this approach was best summed up by Stream, “Just because you speak Spanish, doesn’t make you a teacher.” Stream made this comment because she recognized there was a large Spanish-speaking population in her community. Cammarata and Tedick (2012) stated general teacher education programs do not properly prepare immersion teachers. So, these local programs would have to be more content-focused than programs that already exist at the state level. Cammarata and Tedick posited that even states with bilingual certification were not always consistent at certifying graduates capable of effectively integrating language and content. Therefore, the expectation that a local district would have to hold to a higher standard than the state might place even more of a strain on local resources.

Teacher turnover and the shortage of qualified bilingual teachers have a significant and negative impact on student achievement (Howard et al., 2018; Ronfeldt et al., 2013). Foreign language teachers have one of the highest rates of teacher turnover--in some cases, up to 20% (Carver-Thomas & Darling-Hammond, 2019). In fact, according to the U.S. Department of Education (2015), bilingual education is considered a high-need field. All of the hard-working, dedicated teachers’ concerns and challenges at Forest and Water Elementary Schools were justified in current literature (Carver-Thomas & Darling-Hammond; Howard et al., 2018; Ronfeldt et al., 2013). This theme of retaining qualified Spanish teachers aligned with strand five--staff quality and professional development.



**Professional development and technology.** Although these two themes were mentioned in some interviews, they did not appear in the primary, secondary, or tertiary findings as teachers did not value them as much as human interaction. I felt professional development and technology were worth mentioning as another researcher could have formulated questions specific to these themes and found more concrete teacher-identified supports. In the quantitative portion of this study, I eliminated three items related to professional development and resources because they did not produce statistical differences. Perhaps the following items could have elicited more in-depth responses from participants: Item 10--Staff are provided ongoing professional development opportunities in assessment and accountability,  $p = .66$ ; Item 12--There is an infrastructure to support professional development that includes adequate funding, time, and human resources,  $p = .27$ ; and Item 13--All students and staff have appropriate access to resources,  $p = .55$ .

Almost all teachers at Water and Tree Elementary School teachers mentioned external presenters of professional development experiences specific to their content areas but it did not appear in the main themes because the participants valued their collaborative time more than external presenters. Aspen appreciated sheltered instruction observation protocol training, Sabina Negra mentioned a national conference, Pine went to a math specific training, and Maple did trainings on bridging. Both River and Lake appreciated training with a well-known DL presenter who was one of the authors of *The Guiding Principles* (Howard et al., 2018). Stream mentioned she would like more continuous training, which again would align more with collaborative time and not a once-a-year presenter. Stream felt professional development trainings should be

presented in Spanish since half of the instruction was expected to be in Spanish as well. Her other rationale was it was time consuming to hear about the great new resources in English and then have to translate them into Spanish. Mar mentioned her principal and district representatives were always willing to support her with any external professional development she would find valuable. Nonetheless, she felt most supported by her principal, IB coordinator, co-teachers, coworkers, and community; she desired more support or involvement from Spanish-speaking parent volunteers.

Both schools had one-to-one technology either in the form of iPads or personal computers in kindergarten through fifth grades. However, I could not find enough of a connection between teachers' perceptions of supports and technology to justify including it as more significant than a quaternary theme. Stream found success in an application for her phone but she admitted other teachers were not using it; I did not see a connection between her phone application and one-to-one technology with the students. Sabina Negra and Aspen both mentioned the school was using an application to communicate with the parents but again, this was not connected to the one-to-one technology the students had. Although technology was mentioned by teachers, its primary focus or use did not align with the initiative of one-to-one and therefore was not an accurate representation of a district-wide technology budget initiative in terms of more applicable support for DL educators. Technology is mentioned in strand two--curriculum and in strand three--instruction to deepen and enhance the learning process. However, the aforesaid use of technology would align more with strand six--family and community as it was used as a communication tool to engage families and not as an instructional tool.

All aforesaid themes can be seen in Table 15. I combined the conceptual framework in the left-hand column with current research on why teachers left the profession in the middle column. The right-hand column integrated the themes of teacher-identified supports with the first two columns. The left-hand column includes Xs to indicate how many questions were generated in each strand from the original 13 items. It is noteworthy that although six of the seven questions were generated in strands six and seven, themes of teacher-identified supports emerged in all seven strands.

Table 15

*Connecting the Guiding Principles, Reasons Teachers Leave, and Teacher Supports*

<i>Guiding Principles for Dual-Language Education</i> (Howard et al., 2018)	<i>Reasons Teachers Leave the Profession</i> (Sutcher et al., 2016)	Themes of Teacher-identified Supports
(1) Program structure	Lack of time for collaboration and planning Lack of quality instructional leadership	Coordinator, collaboration time, collaborative culture 50/50
(2) Curriculum x	Lack of time for collaboration and planning Lack of resources	Coordinator, Collaboration time, collaborative culture
(3) Instruction	Lack of classroom autonomy Lack of resources	Coordinator, collaboration time, collaborative culture
(4) Assessment & Accountability	Accountability pressures focused on test preparation	Coordinator, collaboration time, collaborative culture
(5) Staff quality & Professional Development	Experiences with professional development, Lack of quality instructional leadership	Retaining qualified Spanish teachers
(6) Family & Community xx	School culture Lack of parental support	PTA & Conferences, Family, Community
(7) Support & Resources xxxx	Teachers' decision-making power Lack of resources	Lack of Spanish resources Technology

*Note.* x = how many questions were generated in each strand from the original 13 items.

### **Practical Implications**

The majority of the eight participants identified the following positive supports: principals, coordinators, collaboration time, a collaborative culture, PTA/Conferences, family, community, and expressed a need or desire for more Spanish resources and better

retention of qualified Spanish teachers. I would recommend that school district administrators consider not only the leadership experience of principals when hiring a principal but also their DL backgrounds. Coordinators were identified as a valuable resource in facilitating and supporting collaboration time and culture; therefore, I would suggest that school principals allocate or request funding to create these roles to support DL teachers. Teachers valued continuous collaboration time more than isolated professional development opportunities so the coordinators played a valuable role in integrating everything from bilingualism, biliteracy, grade-level academic achievement, to curriculum. Family and community outreach programs should continue to be the foci of DL teachers and administrators. More emphasis or supports should be put in place to empower parents to volunteer with specific focus on Spanish-speaking parents. This would entail holding PTSA/PTA meetings at convenient times with bilingual communication.

Spanish resources in the market are lacking. Publishers create curriculum and resources to support curriculum where the most profit will be made. If nationwide bilingual programs only hold students accountable for English assessments at the local and state levels, publishers will not see the value in publishing Spanish curriculum or resources (Hamman, 2018; Palmer et al., 2016; Potowski, 2004). This policy issue needs to be addressed by state and federal agencies. A unification or integration needs to occur between Spanish and English curricula to increase Spanish resources, show the value of Spanish education, and take the burden off of bilingual teachers from translating.

The difficulty of finding qualified bilingual teachers (Cammarata & Tedick, 2012; Valdez, Freire et al., 2016), and the challenges with recruiting teachers from Spanish-

speaking countries (Cervantes-Soon, 2014; Freire & Valdez, 2017) was well-documented in current literature. District representatives from Tree School District said they often have to recruit Spanish teachers from other countries because of the limited pool of candidates wanting to live in isolated Rocky Mountain resort communities. Participants from Water School District said qualified foreign Spanish teachers had to return to their countries because of visas expiring. I would recommend “Grow Your Own” bilingual education programs (Carver-Thomas & Darling-Hammond, 2019, p. vii). Teachers in both school districts mentioned a local college that either offered Spanish classes or had an educational program. I would suggest school districts partner with local colleges or create university cohorts to train bilingual teachers who can stay in their communities. It could be a burden on school districts to train teachers so partnering with higher institutions could alleviate the workload. Given rural communities might not have local colleges, partnerships with universities to develop cohorts either locally or via an online learning platform might be the most convenient to prospective rural amenity destination teachers.

Tree and Water School Districts had overwhelming similarities and less ubiquitous differences. Therefore, I would posit my mixed-methods, explanatory research design findings would be generalizable to other rural amenity destinations with migrating populations of Whites seeking amenities and Latinos looking for employment (Nelson & Nelson, 2011). For example, a non-Rocky Mountain resort community, Hilton Head, South Carolina has all of the characteristics of a rural amenity destination and thus, my findings could be transferable to DL programs if they were to exist there (Nelson et al., 2010).

### **Limitations**

There were several limitations to the mixed-methods, explanatory research design. I ran two trials on the quantitative survey and determined the approximate amount of time to complete the questions was 35 minutes. This could have deterred some teachers and affected the sample size but the uniqueness of the study being specific to mountain resort communities was hoped to catch the interest of educators in these areas. Once the data were collected, analyses began.

The quantitative component of this research study had various limitations. To maintain anonymity, all survey participants' results were pooled together. This made it impossible to compare or contrast the two school districts in the quantitative portion. The sample size was 44 participants. This made it difficult to find statistical significance between demographic data and the 103 items as each item also had five variables: minimal alignment, partial alignment, full alignment, exemplary alignment, and not applicable. Creswell (2015) stated, "The difficulty in using this design, however, is that the researcher needs to determine what aspect of the quantitative results to follow up on" (p. 545). I took all necessary precautions to maintain the accuracy of the data, which was why I determined it was best to focus on only 13 items related to teacher-identified supports.

I was able to visit six of the eight elementary schools in Water and Tree School Districts, introduce myself, explain my research, and field any questions. During my presentations, I explained that participants would have one month to start, stop, and continue the survey at their leisure. I realized during the first week of the survey that I had forgotten to remove the 24-hour time limit on the survey, which I believe resulted in

some participants starting the survey and not being able to finish it. I fixed this glitch after the first week. This might have affected the sample size as 64 teachers began the survey and 44 teachers completed the survey.

The qualitative research had a few limitations. I documented in my field notes that River, Stream, and Pine seemed rushed in their interviews; their interviews lasted between 24 and 29 minutes. All other interviews were between 35 and 43 minutes. The teachers were dedicated to their professions and accommodated their busy schedules to meet with me. I made several attempts with River to elicit open-ended responses but received several short answer responses. I felt Stream was so rushed she was actually attempting to read some of my questions before I had a chance to ask them. At one point, she was summing up one question so she could get to the next one. She received text messages and phone calls during the interview as she was multitasking with her co-teachers. Dedication, coordination, and multitasking are the realities of dual language elementary teachers. Sabina Negra said it best, "*Las responsabilidades que tenemos, aparte de enseñar, son cada vez más responsabilidades y el tiempo para enseñar continua a ser menos* (We have more and more responsibilities as teachers, apart from teaching, and less time to teach)." I appreciated that River, Stream, and Pine welcomed me in for interviews but I would have liked the opportunity to have learned more from their vast amounts of experiences as all three of them were veteran teachers. Maple gave a unique perspective as a specials teacher but was unable to provide as many examples of co-teaching or collaborative time general education teachers could have.



### **Recommendations for Future Research**

Although much was discovered in terms of teacher-identified supports for DL programs, further analysis could be done. The theme of principal supports was identified by all participants as three teachers mentioned their administrator had a bilingual family or bilingual children as a significant factor. Further research should be conducted on this specific theme to determine if it was consistent in other school districts across the nation. It could become something district administrators would want to consider in the hiring process of DL program principals. The theme of Spanish teacher attrition was revealed by most of the participants with only one of the two Spanish participants stating it. Further research should be conducted with a specific focus on bilingual Spanish teachers to determine more factors as to why they left dual language schools. Spanish teacher attrition seemed to have a workload impact on both faculty training new teachers as well as Spanish teachers going through the cycle of adapting to a new community. A more accurate portrayal of Spanish teachers' perspectives could be represented if more research was done specifically on foreign teachers.

### **Conclusion**

Dual language programs have been proven to increase student achievement (Thomas & Collier, 2002, 2009) but a gap remains in how to support teachers in their instruction of Spanish to both English home language and Spanish home language students. Several concerns face DL programs as a whole: high stakes testing for statewide English tests, English dominance, teachers' influence of White dominance or White privilege, DL programs' discrimination against minorities, difficulty of finding qualified bilingual teachers, challenges with recruiting teachers from Spanish speaking

countries, and a neoliberal agenda impeding Spanish home language students' growth. Dual language teachers interviewed in rural amenity destinations identified several supports related to the implementation and maintenance of a successful dual language program: support through human interaction such as principals and coordinators, collaboration time, a collaborative culture, PTA/conferences, family, community, and needed or desired supports that addressed issues including a lack of Spanish resources and retaining qualified Spanish teachers.

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**APPENDIX A**

**INVITATION LETTER SENT TO PARTICIPANTS  
IN ENGLISH AND SPANISH**





*College of Education and Behavioral Sciences  
Educational Leadership and Policy Studies*

January 31, 2019

Dear Teacher,

You are receiving this letter as an invitation to participate in a research study being conducted by a researcher with the University of Northern Colorado, Miguel Donald Salinas. The purpose of this study is to explore the supports identified by elementary dual language teachers in rural amenity destinations in Rocky Mountain Resort Communities. I am inviting you to take part in this study because your school has met the criteria of my research study by being a dual language elementary school in a rural amenity destination. This study has been approved by the University of Northern Colorado, by your building principal, and by the Superintendent.

A link will be sent to your school email account within the next couple of days to determine if you would like to participate. If you choose to participate, you will have 1 month to complete a 30-minute survey. At the end of the survey, you will be invited to participate in a one-on-one interview with Miguel Donald Salinas. You may choose to participate in the 30-minute survey and be done. However, you could contribute even more to the field of dual language if you choose to participate in a follow-up interview. If you choose to participate in the follow-up one-on-one interview, I will contact you via email or phone to schedule an interview with you at your school or another location convenient to you. The interview will take no more than one hour.

As a token of appreciation for your time and contributions to the field of dual language research, you will receive a \$5.00 Target or Starbucks' Gift Card for each portion of the study.

I appreciate your consideration in supporting my study.

Sincerely,  
Miguel Donald Salinas



*Colegio de Educacion y Ciencia del Comportameinto  
Liderazgo Educativo y Estudios de Política*

Estimado docente,

Esta carta tiene como propósito extenderle una invitación para participar en un estudio de investigación realizado por Miguel Donald Salinas, investigador de la Universidad del Norte de Colorado. El propósito de este estudio es explorar los apoyos identificados por maestros de educación de lenguaje dual de primaria en zonas rurales en las comunidades turísticas de las montañas rocallosas. Se le invita a participar en este estudio porque su escuela ha cumplido con los criterios de investigación al ser una escuela primaria de lenguaje dual en una zona rural. Este estudio ha sido avalado por la Universidad del Norte de Colorado, por el director de su escuela y el Superintendente de las Escuelas.

Se enviará un enlace a la cuenta de correo electrónico de su escuela dentro de los próximos días para determinar si desea participar. Si elige participar, tendrá 1 mes para completar una encuesta de 30 minutos. Al final de la encuesta, se le invitará a participar en una entrevista personal con Miguel Donald Salinas. Puedes elegir participar solamente en la encuesta de 30 minutos. Sin embargo, podría contribuir aún más en el campo de la educación de lenguaje dual si decide participar en una entrevista de seguimiento. Si elige participar en la entrevista de seguimiento, me pondré en contacto con usted por correo electrónico o por teléfono para programar una entrevista con usted en su escuela u otro lugar que le resulte conveniente. La entrevista no durará más de una hora.

Como muestra de agradecimiento por su tiempo y contribuciones al campo de la investigación en educación de lenguaje dual, recibirá una tarjeta de regalo de Target o Starbucks de \$ 5.00 por cada participación en el estudio.

Agradezco su consideración y su apoyo a esta investigación.  
Quedo a su disposición,  
Miguel Donald Salinas

**APPENDIX B**

**APPROVAL FROM TREE SCHOOL  
DISTRICT SUPERINTENDENT**

[REDACTED]  
Superintendent  
[REDACTED]

November 19, 2018

To Whom It May Concern:

I am writing this letter to grant Miguel Donald Salinas permission to do his doctoral research in [REDACTED]. His research will be conducted during the winter and spring of 2019 and will include a computerized survey sent out via email to all 50/50 dual language elementary school teachers at all dual language elementary schools in the school district. Miguel will follow-up on the computerized survey by interviewing up to eight teachers in semi-structured, one-on-one, and face-to-face interviews. Miguel will contact district representatives or administrators for a list of teachers' emails and names that meet his research criteria.

If you have any questions, please do not hesitate to contact me.

Respectfully,

[REDACTED]  
Superintendent









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web: [REDACTED] pho: [REDACTED] fax: [REDACTED]

**APPENDIX C**




**APPROVAL FROM WATER SCHOOL  
DISTRICT SUPERINTENDENT**

**BOARD OF EDUCATION**


 President  
 Vice President  
 Secretary  
 Treasurer  
 Director  
 Director  
 Director  
 Superintendent

January 15, 2019

To Whom It May Concern:

I am writing this letter to grant Miguel Donald Salinas permission to do his doctoral research in . His research will be conducted during the winter and spring of 2019 and will include a computerized survey sent out via email to all 50/50 dual language elementary school teachers at the two dual language elementary schools in the school district,  Elementary and  Elementary. Participation will be optional and teachers will be asked to give their permission to be part of the study. Miguel will follow-up on the computerized survey by interviewing up to eight teachers in semi-structured, one-on-one, and face-to-face interviews. Miguel will contact district representatives or administrators for a list of teachers' emails and names that meet his research criteria.

If you have any questions, please do not hesitate to contact me.

Sincerely,

  
  
 Superintendent of 

Central Administration





**APPENDIX D**  
**INSTITUTIONAL REVIEW BOARD APPROVAL**



*Institutional Review Board*

DATE: January 14, 2019

TO: Miguel Salinas

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [1365513-1] Dual Language Teacher Identified Supports

SUBMISSION TYPE: New Project

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS

DECISION DATE: January 14, 2019

EXPIRATION DATE: January 14, 2023

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

*Miguel -*

*Thank you for your patience with the UNC IRB process. Your application protocols and materials were reviewed in the EXEMPT category because the justification provided actually fits this category rather than the submitted expedited category. Furthermore, your application has been verified/approved exempt and you may begin participant recruitment and data collection.*

*Please update the contact individual in the Office of Research to Nicole Morse in all of your forms (informed consent, recruitment letter, etc.) as Sherry May retired in Summer 2018.*

*Best wishes with your research and don't hesitate to contact me with any IRB-related questions or concerns.*

*Sincerely,*

*Dr. Megan Stellino, UNC IRB Co-Chair*

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Nicole Morse at 970-351-1910 or [nicole.morse@unco.edu](mailto:nicole.morse@unco.edu). Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.



**APPENDIX E**

***GUIDING PRINCIPLES SURVEY QUESTIONS  
IN ENGLISH AND SPANISH***

### Instructions on Reading the Survey and Finding 13 Items

The following survey questions were used from the *Guiding Principles* and translated to Spanish. The questions were input in Qualtrics, an online survey instrument. The numbers of the questions were arbitrarily entered and therefore do not correspond to the order in which the survey was taken. The items are in the same order as the *Guiding Principles* to maintain the integrity of the principles being located under their seven strands. The seven strands are labeled, boldfaced, and underlined, then followed by principles and key points. The key points are not labeled with letters, but under each principle, the reader can count principle one, then ascend in alphabetical order for the key points; a, b, c, etcetera. For example, if the reader wants to find item one from the 13 items in this abbreviated version of Table 6 in Chapter IV seen below, they take the following steps:

- 1) Look for the underlined and boldfaced **Strand 2: Curriculum.**
- 2) Scroll down to principle two.
- 3) Count three lines down or a,b, c and you arrive at key point C.

*Strand, Principle and key Point Aligned with Guiding Principles Statements*

Item	Strand, Principle, and Key Point	Guiding Principles Statements
1	Strand 2:Curriculum, Principle 2, Key Point C	The curriculum promotes and maintains equal status of both languages.

Questions presented below use the provided 5-point Likert scale. Questions were presented in English or Spanish to participants.					
	Minimal Alignment/ Alineación mínima (1)	Partial Alignment/ Alineación parcial (2)	Full Alignment/ Alineación total (3)	Exemplary Alignment/ Alineación ejemplar (4)	Not Applicable (5)
<b><u>STRAND 1. PROGRAM STRUCTURE. Q2 Principal 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.</u></b>					
<b><u>Q2 Principio 1: Todos los aspectos del programa funcionan en conjunto para lograr tres metas centrales de la educación de lenguaje dual: desempeño académico del grado, bilingüismo y saber escribir y leer en dos idiomas, y aptitud sociocultural.</u></b>					
The program design is aligned with program mission and goals. / El diseño del programa se alinea con la misión y las metas del mismo.					
The development of bilingualism and biliteracy is part of the program design. /El desarrollo del bilingüismo y la lectoescritura en dos idiomas es parte del diseño del programa.					
The development of sociocultural competence is part of the program design. / El impulso de las aptitudes socioculturales es parte del diseño del programa.					
Appropriate grade-level academic expectations are clearly identified in the program design. / Las expectativas académicas adecuadas de cada grado se identifican con claridad en el diseño del programa.					
The program is articulated across grades. / El programa está interconectado en todos los grados.					
There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. / Se cuenta con una cuidadosa planificación y coordinación del plan de estudios, la enseñanza y evaluación de los dos idiomas de enseñanza.					
Q3. Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<b>Q4 Principle 2: The program ensures equity for all groups.</b>					
<b>Q4 Principio 2: El programa garantiza equidad para todos los grupos.</b>					
All students and staff have appropriate access to resources. / Todos los alumnos y el personal tienen un acceso apto a los recursos.					
The program promotes linguistic equity. /El programa fomenta la equidad lingüística.					

The program promotes cultural equity. / El programa fomenta la equidad cultural.					
High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model. / Se ofrece una enseñanza de óptima calidad en ambos idiomas, hacia todos los alumnos en todos los grados, de forma constante con el modelo del programa.					
Q5. Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q6 Principle 3: The program has strong, effective, and knowledgeable leadership.</b>					
<b>Q6 Principio 3: El programa cuenta con un liderazgo sólido, eficaz e informado.</b>					
The program has robust, shared leadership. / El programa cuenta con un liderazgo sólido e inclusivo.					
Decision-making is aligned to the program mission and includes communication with stakeholders. / Las decisiones se alinean con la misión del programa e incluye una comunicación con las personas interesadas.					
Leaders are advocates for the program. / Los líderes abogan por el programa.					
Q7 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b>Q8 Principle 4: An effective process is in place for continual program planning, implementation, and evaluation.</b>					
<b>Q8 Principio 4: Existe un proceso eficiente para la evaluación, implementación y planeamiento continuo del programa.</b>					
The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement. / El programa se puede adaptar y emplea una constante autorreflexión y evaluación para promover mejoras continuas.					
There is a clear pre-K pathway for students in the program. / Existe un trayecto escolar claro para los alumnos del programa.					
Q9 Optional comments about Principle 4. / Comentarios adicionales acerca del Principio 4.					
<b><u>STRAND 2: CURRICULUM. Q10 Principle 1: The program has a process for developing and revising a high-quality curriculum.</u></b>					
<b><u>Q10 Principio 1: El programa cuenta con un proceso para crear y revisar un plan de estudios de alta calidad.</u></b>					
There is a curriculum development and implementation plan. / Se cuenta con la preparación del plan de estudios y un método de implementación.					

The curriculum is based on general education research and research on bilingual learners. / El plan de estudios se basa en la investigación de la educación general y la investigación de los alumnos bilingües.					
The curriculum is adaptable to student, program, and community needs. / El plan de estudios se puede adaptar a las necesidades de los estudiantes, del programa, y la comunidad.					
The curriculum is coordinated with support services such as English as a second language, special education, Title I, and gifted & talented. / El plan de estudios se coordina junto con los servicios de apoyo, tales como clases de inglés o español como segundo idioma, Educación especial, programas Title I, y para alumnos superdotados.					
The curriculum is coordinated within and across grade levels. / El plan de estudios se coordina en y para todos los grados.					
Q11 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<p><b>Q12 Principle 2: The curriculum is standards-based and promotes attainment of the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.</b></p> <p><b>Q12 Principio 2: El plan de estudios se basa en estándares y promueve la consecución de tres metas centrales de la educación de lenguaje dual: desempeño académico del grado, bilingüismo y saber escribir y leer en dos idiomas, y competencia sociocultural.</b></p>					
The curriculum in both languages of instruction meets or exceeds district, state, or national content standards. / El plan de estudios en ambos idiomas de enseñanza cumple con o supera los estándares del contenido del distrito, estado y la nación.					
The curriculum includes a standards-based scope and sequence for language and literacy development in English and the partner language for all students. / El plan de estudios incluye un enfoque basado en estándares y una secuencia para impulsar el lenguaje y la lectoescritura en inglés y el segundo idioma, para todos los alumnos.					
The curriculum promotes and maintains equal status of both languages. / El plan de estudios fomenta y conserva una misma posición para ambos idiomas.					
The curriculum promotes appreciation of multiculturalism and linguistic diversity. / El plan de estudios fomenta un aprecio por la diversidad lingüística y las múltiples culturas.					

The curriculum is culturally responsive and representative of the cultural and linguistic backgrounds of all students. / El plan de estudios es culturalmente receptivo y representativo del trasfondo lingüístico y cultural de los alumnos.					
The curriculum articulates measurable learning outcomes. / El plan de estudios transmite resultados de aprendizaje mensurables.					
Q13 Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q16 Principle 3: The curriculum effectively integrates technology to deepen and enhance learning.</b>					
<b>Q16 Principio 3: El plan de estudios integra la tecnología eficazmente, para ahondar y realzar el aprendizaje.</b>					
The curriculum effectively incorporates technology to enhance the available instructional resources in both languages. / El plan de estudios incorpora la tecnología eficazmente para realzar los materiales didácticos disponibles en ambos idiomas.					
The curriculum effectively integrates technology tools to meet district, state, and national content standards in both program languages. / El plan de estudios integra herramientas tecnológicas eficientemente, a fin de cumplir con los estándares de contenido del distrito, estado y la nación, en ambos idiomas.					
Q17 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b><u>STRAND 3: INSTRUCTION. Q44 Principle 1: Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.</u></b>					
<b><u>Q44 Principio 1: Los métodos de enseñanza se derivan de los principios de la educación de lenguaje dual basados en la investigación, y garantizan la fidelidad al modelo.</u></b>					
The program model and corresponding curriculum are implemented with fidelity. / El modelo del programa y plan de estudios correspondiente se implementan con fidelidad.					
Instruction incorporates appropriate separation of languages to promote high levels of language acquisition. / La enseñanza incorpora una debida separación de los idiomas, a fin de promover niveles más altos de la adquisición del lenguaje.					
Standards-based academic content instruction is provided in both program languages in a coordinated way. / La enseñanza del contenido académico basado en estándares se brinda en ambos idiomas del programa, de forma coordinada.					

Explicit language arts instruction is provided in both program languages, is based on language specific standards, and is coordinated across languages to ensure biliteracy development. / La enseñanza explícita de letras se da en ambos idiomas del programa, se basa en estándares específicos del lenguaje, y se coordina en todos los idiomas para garantizar el impulso de la lectoescritura.					
Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way. / Se brinda una enseñanza que promueve las aptitudes socioculturales en ambos idiomas del programa, de forma coordinada.					
Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model. / Los docentes que dan servicios de apoyo (como educación especial o para niños superdotados, o inglés como segundo idioma) y clases especiales (artes, música) alinean su enseñanza con el modelo de lenguaje dual.					
When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language). / Al enseñar, los docentes toman en cuenta las diversas necesidades de los alumnos con distintos perfiles de aprendizaje (hablantes nativos, que aprenden un segundo idioma, niños nuevos, o que ya son bilingües).					
Q47 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<p><b>Q48 Principle 2: Instructional strategies support the attainment of the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.</b></p> <p><b>Q48 Principio 2: Las estrategias de enseñanza respaldan la consecución de las tres metas centrales de la educación de lenguaje dual: desempeño académico del grado, bilingüismo y saber escribir y leer en dos idiomas, y competencia sociocultural.</b></p>					
Teachers integrate language and content instruction. / Los docentes integran el lenguaje y la enseñanza del contenido.					

Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development. / Los docentes usan enseñanza diferenciada para los alumnos que están aprendiendo inglés, y otros métodos pedagógicos que facilitan la comprensión y fomentan el desarrollo del lenguaje y la lectoescritura.					
Instruction in one language builds on concepts learned in the other language. / La enseñanza en un idioma se basa en conceptos aprendidos en el otro idioma.					
Instruction promotes metalinguistic awareness and metacognitive skills. / La enseñanza promueve una conciencia metalingüística y habilidades metacognitivas.					
Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies. / La enseñanza aprovecha el bilingüismo de los alumnos al incorporar métodos intralingüísticos, estratégicamente.					
Instruction promotes an awareness of language variation. / La enseñanza fomenta el conocimiento de las variaciones del idioma.					
Teachers use a variety of strategies to ensure equitable participation among all students. / Los docentes usan varias estrategias para garantizar la participación equitativa entre los alumnos.					
Teachers use a variety of strategies to promote the sociocultural competence of all students. / Las docentes usan varias estrategias para fomentar las competencias socioculturales de todos los alumnos.					
Q56 Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q45 Principle 3: Instruction is student-centered.</b>					
<b>Q45 Principio 3: La enseñanza se centra en el estudiante.</b>					
Teachers use active learning strategies in order to meet the needs of diverse learners. / Los docentes usan estrategias de aprendizaje para tratar las necesidades de los alumnos de diversas culturas.					
Teachers create meaningful opportunities for sustained language use. / Los docentes crean oportunidades esenciales para mantener el uso del lenguaje.					
Student grouping maximizes opportunities for students to benefit from peer models. / La agrupación de los estudiantes permite que los alumnos puedan aprender del ejemplo de los demás.					



Instructional strategies build independence and ownership of the learning process. / Las estrategias de enseñanza crean independencia y responsabilidad propia del proceso de aprendizaje.					
Q58 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b>Q46 Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning process.</b>					
<b>Q46 Principio 4: Las docentes integran la tecnología eficazmente para ahondar y realzar el aprendizaje.</b>					
Instructional staff use technology tools to engage all learners. / El personal docente usa herramientas tecnológicas para involucrar a los alumnos.					
Students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages. / Los alumnos usan la tecnología para demostrar su comprensión del contenido y desarrollar más a fondo su lenguaje y habilidades de lectoescritura, en ambos idiomas del programa.					
Q59 Optional comments about Principle 4. / Comentarios adicionales acerca del Principio 4.					
<b><u>STRAND 4: ASSESSMENT AND ACCOUNTABILITY. Q49 Principle 1: The program creates and maintains an infrastructure that supports an assessment and accountability process.</u></b>					
<b><u>Q49 Principio 1: El programa crea y conserva una infraestructura que respalda el proceso de evaluación y responsabilidad por los resultados.</u></b>					
There is a comprehensive data management system for tracking student data over time. / Existe un sistema integral de gestión de datos para llevar un control de la información estudiantil, a lo largo del tiempo.					
Assessment and accountability action plans are developed and used to inform all aspects of the program. / Se crean y utilizan planes de acción de la evaluación y toma de responsabilidad por los resultados para reportar todos los aspectos del programa.					
Personnel are assigned to assessment and accountability activities. / Se asigna personal a las tareas de evaluación y toma de responsabilidad.					
Staff are provided ongoing professional development opportunities in assessment and accountability. / El personal cuenta con opciones de capacitación profesional continua, de la evaluación y toma de responsabilidad.					
The program has an adequate budget for assessment and accountability. / El programa tiene un presupuesto adecuado para la evaluación y toma de responsabilidad.					

Q81 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<p><b>Q50 Principle 2: Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.</b></p> <p><b>Q50 Principio 2: La evaluación estudiantil se alinea con las metas del programa, el contenido estatal y los estándares del lenguaje, y los resultados se usan para guiar e informar la enseñanza.</b></p>					
Student assessment is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction. / La evaluación estudiantil se alinea con las metas, objetivos de enseñanza, y estándares del lenguaje y lectoescritura, en ambos idiomas de enseñanza.					
Formative and summative assessment data inform curriculum development and instructional practices. / Los datos de las evaluaciones sumativas y formativas informan el impulso del plan de estudios y prácticas de enseñanza.					
Formative and summative assessments are valid and reliable for bilingual learners. / Las evaluaciones formativas y sumativas son válidas y confiables para los alumnos bilingües.					
Referrals for individualized education plans (IEPs) are made on the basis of assessment in both program languages. / Las recomendaciones de alumnos para planes de Educación especial (IEPs), se hacen con base en evaluaciones hechas en ambos idiomas del programa.					
Q82 Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<p><b>Q51 Principle 3: Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.</b></p> <p><b>Q51 Principio 3: Al usar varias medidas en ambos idiomas de enseñanza, el programa recopila y analiza varios datos que se utilizan para la responsabilidad por los resultados del programa, su evaluación y sus mejoras.</b></p>					
The program systematically collects and analyzes data to determine whether academic, linguistic, and sociocultural goals have been met. / Sistemáticamente, el programa colecta y analiza datos para determinar si las metas académicas, lingüísticas y socioculturales se están cumpliendo.					
The program engages in ongoing evaluation. / El programa hace evaluaciones continuas.					
Assessment data are integrated into planning related to ongoing program improvement. / Los datos de las evaluaciones se integran en la planeación relativa a las mejoras continuas del programa.					

The program systematically collects demographic data (e.g., home language, English learner status, eligibility for free or reduced-price lunch) from program participants that allow for disaggregated data analysis in order to effectively monitor and serve different student subgroups. / Sistemáticamente, el programa reúne datos demográficos (idioma hablado en casa, nivel de aprendizaje de inglés, si califica para el almuerzo gratis o a precio reducido), de sus participantes, y permite desglosar el análisis de datos para llevar un control eficiente y prestar servicios a distintos subgrupos de alumnos.					
Assessment is consistently conducted in the two languages of the program. / Las evaluaciones se realizan regularmente en ambos idiomas del programa.					
Q61 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b>Q52 Principle 4: Student progress toward program goals and state achievement objectives is systematically measured and reported.</b>					
<b>Q52 Principio 4: El avance estudiantil hacia las metas del programa y objetivos estatales de desempeño se mide e informa sistemáticamente.</b>					
Progress is documented in both program languages for the three core goals of dual language education. / Se registra el progreso de las tres metas centrales de la educación del lenguaje dual, en ambos idiomas del programa.					
Student progress is measured on a variety of indicators. / El progreso estudiantil se mide con varios indicadores.					
Achievement data are disaggregated by student program variables (e.g., home language, English learner status, eligibility for free or reduced-price lunch). / Los datos del desempeño se desglosan por estudiante y variables del programa (ej.: idioma hablado en casa, nivel de aprendizaje de inglés, si califica para el almuerzo gratis o a precio reducido).					
Statistics on retention rates and placement in special education and gifted & talented classes are monitored to ensure equitable representation among subgroups. / Se lleva un control de las estadísticas del índice de alumnos reprobados, colocados en educación especial o que son superdotados, para garantizar una representación equitativa de los subgrupos.					
Q62 Optional comments about Principle 4. / Comentarios adicionales acerca del Principio 4.					

<b>Q54 Principle 5: The program communicates with appropriate stakeholders about program outcomes.</b>					
<b>Q54 Principio 5: El programa comunica los resultados obtenidos a las partes interesadas.</b>					
Data are communicated publicly in transparent ways that prevent misinterpretations. / Los datos se comunican al público de maneras transparentes que evitan malentendidos.					
Data are communicated to stakeholders. / Se comunican los datos a las partes interesadas.					
Data are used to educate and mobilize supporters. / Los datos se usan para educar y movilizar partidarios.					
Q70 Optional comments about Principle 5. / Comentarios adicionales acerca del Principio 5.					
<b><u>STRAND 5: STAFF QUALITY AND PROFESSIONAL DEVELOPMENT. Q53 Principle 1: The program recruits and retains high-quality dual language staff.</u></b>					
<b><u>Q53 Principio 1: El programa contrata y conserva profesionales bilingües de óptima calidad.</u></b>					
There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs. / El plan para contratar y conservar docentes se alinea con las metas del programa y las necesidades a largo plazo.					
Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals. / La selección del personal de apoyo, de los docentes y directores(as) se basa en credenciales, el dominio del idioma y un compromiso demostrado hacia las metas del programa.					
There is a positive workplace climate and all staff are valued and appropriately supported in carrying out their work. / Existe un buen ambiente laboral, y todo el personal es valorado y debidamente respaldado para desempeñar su trabajo.					
Staff evaluations are performed by personnel who are knowledgeable about and committed to dual language education. / Las evaluaciones de los empleados las hace personal que conoce y está comprometido con la educación de lenguaje dual.					
Q72 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<b>Q63 Principle 2: The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.</b>					
<b>Q63 Principio 2: El programa brinda capacitación profesional de alta calidad que se ajusta a las necesidades de los educadores y personal de apoyo bilingües.</b>					

There is a long-term professional development plan that is comprehensive, inclusive, and differentiated. / Existe un plan de capacitación profesional a largo plazo que es extenso, inclusivo y diferenciado.					
Approaches to professional development respect individual interests and learning styles and foster autonomy and ownership of the learning process. / Los enfoques hacia la capacitación profesional respetan los intereses individuales y estilos de aprendizaje, y fomentan la autonomía y responsabilidad por el proceso de aprendizaje.					
Professional development is aligned with competencies needed to meet dual language program standards. / La capacitación profesional se alinea con las competencias necesarias para cumplir con los estándares del programa de lenguaje dual.					
All staff are given opportunities to develop dual language advocacy skills. / A todo el personal se le ofrecen opciones para impulsar las habilidades de apoyo para el lenguaje dual.					
There is an infrastructure to support professional development that includes adequate funding, time, and human resources. / Existe una infraestructura para respaldar la capacitación profesional que incluye financiación, tiempo y recursos humanos.					
Q73 Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q70 Principle 3: The program collaborates with other groups and institutions to ensure staff quality.</b>					
<b>Q70 Principio 3: El programa colabora con instituciones y otros grupos para garantizar profesionales de calidad.</b>					
The program has a partnership with one or more teacher or administrator preparation programs. / El programa colabora con uno o más programas de preparación de docentes o directores.					
Program staff partner with professional organizations. / El personal del programa colabora con organizaciones profesionales.					
Program staff engage in dual language program networking. / El personal del programa participa y se conecta con otros profesionales del lenguaje dual.					
Q83 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b><u>STRAND 6: FAMILY AND COMMUNITY. Q69 Principle 1: The program has responsive infrastructure for positive, active, and ongoing relations with students' families and the community.</u></b>					
<b><u>Q69 Principio 1: El programa tiene una infraestructura receptiva para mantener buenas relaciones, activas y continuas, con la familia de los alumnos(as) y la comunidad.</u></b>					

There is a staff member designated as a family liaison. / Existe una persona designada como enlace familiar.					
Office staff members are bilingual and demonstrate sociocultural competence to effectively serve all families. / El personal de oficina es bilingüe y demuestra competencia sociocultural a fin de servir eficientemente a todas las familias.					
Professional development addresses the importance of equity, access, and social justice for effective outreach with families and the community. / La capacitación profesional aborda la importancia de la equidad, el acceso y la justicia social para conectar eficazmente con las familias y comunidad.					
There is a positive school climate and all families are valued and welcomed into the school community. / Existe un entorno escolar positivo y todas las familias son valoradas y bienvenidas en la comunidad escolar.					
Q75 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<p><b>Q68 Principle 2: The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.</b></p> <p><b>Q68 Principio 2: El programa promueve el involucramiento, de la familia y comunidad a través de actividades comunitarias y servicios de apoyo alineados con las tres metas centrales de la educación de lenguaje dual: desempeño académico del grado, bilingüismo y saber escribir y leer en dos idiomas, y competencia sociocultural.</b></p>					
The program incorporates ongoing learning activities that are designed to help families understand, support, and advocate for the program. / El programa incorpora actividades de aprendizaje continuas, diseñadas para ayudar a las familias a entender, respaldar y abogar por el programa.					
The program actively refers families to resources in the community. / El programa refiere a las familias a los recursos comunitarios, eficazmente.					
The program plans for and engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence. / El programa crea y participa en actividades de fomento comunitario con las familias, a fin de promover relaciones más cercanas, colaboración y otras formas de competencia sociocultural.					
Communication with families and the community is in the appropriate language. / La comunicación con las familias y la comunidad es en un idioma comprensible.					

The program partners with families to promote home-school connections. / El programa participa con las familias para conectar a la escuela con el hogar.					
Q76 Optional Comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q67 Principle 3: The program views and involves families and community members as strategic partners.</b>					
<b>Q67 Principio 3: El programa ve e invita a las familias y público interesado a ser aliados estratégicos.</b>					
The program establishes an advisory structure for input from family members and community members. / El programa establece una estructura de asesoría para las opiniones de los padres de familia y el público.					
The program capitalizes on the varied linguistic and cultural resources in the community. / El programa aprovecha varios recursos lingüísticos y culturales en la comunidad.					
The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members. / El programa recibe y se ajusta a varios tipos de respaldo familiar, tomando en cuenta los talentos y horarios de varios miembros de la familia y comunidad.					
Q77 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					
<b><u>STRAND 7: SUPPORT AND RESOURCES. Q66 Principle 1: The program is supported by all key stakeholders.</u></b>					
<b><u>Q66 Principio 1: El programa es respaldado por todas las partes interesadas.</u></b>					
Program and district administrators have adequate knowledge to support and lead the program. / Los directores del distrito y del programa poseen suficiente conocimiento para respaldar y dirigir el programa.					
Instructional and support staff have adequate knowledge to support and lead the program. / El personal docente y de apoyo posee suficiente conocimiento para respaldar y dirigir el programa.					
Families and community members have adequate knowledge to support and advocate for the program. / Las familias y comunidad poseen suficiente conocimiento para respaldar y abogar por el programa.					
Q78 Optional comments about Principle 1. / Comentarios adicionales acerca del Principio 1.					
<b>Q65 Principle 2: The program is equitably and adequately funded to meet program goals.</b>					
<b>Q65 Principio 2: El programa es equitativa y adecuadamente financiado para cumplir con sus metas.</b>					

The dual language program has equitable access to school, district, and state resources. / El programa de lenguaje dual tiene un acceso equitativo a los recursos escolares, del distrito y el estado.					
Funding allocations within the program budget are aligned with program goals. / La distribución de los fondos del presupuesto del programa se alinea con las metas del mismo.					
Funding provides sufficient staff, equipment, and materials in both program languages to meet program goals. / Los fondos brindan suficientes materiales, equipo y contratación de profesionales bilingües, para cumplir con las metas del programa.					
Q79 Optional comments about Principle 2. / Comentarios adicionales acerca del Principio 2.					
<b>Q64 Principle 3: The program advocates for support.</b>					
<b>Q64 Principio 3: El programa aboga por el apoyo.</b>					
The program seeks the tangible support of the state, district, and local community. / El programa busca el apoyo tangible del estado, distrito y la comunidad local.					
The program engages in public relations activities to promote the program to a variety of audiences. / El programa participa en actividades de relaciones públicas para promoverse entre varios públicos.					
Program staff actively participate in formal and informal coalitions to strengthen support for dual language education. / El personal del programa participa activamente en relaciones públicas formales e informales, para fortalecer el respaldo de la educación del lenguaje dual.					
The program advocates for funding based on its needs. / El programa aboga por una financiación según sus necesidades.					
Q80 Optional comments about Principle 3. / Comentarios adicionales acerca del Principio 3.					



**APPENDIX F**  
**DEMOGRAPHIC SURVEY QUESTIONS**  
**IN ENGLISH AND SPANISH**

#	Question/pregunta	Choice/ Selección	Choice/ Selección	Choice/ Selección	Choice/ Selección	Choice/ Selección
1	Are you bilingual?/¿Es bilingüe?	yes/sí	no/no			
2	What is your native language?/¿Cuál es su idioma materno?	English/ inglés	Spanish/ español	Other/otro		
3	What is your second language?/¿Cuál es su segundo idioma?	English/in glés	Spanish /español	I do not speak a second language/no hablo un segundo idioma		
4	Do you have a dual language teaching endorsement?/¿Posee un aval que le acredita como docente bilingüe?	yes/sí	no/no			
5	How many years have you been a dual language teacher at your current school?/¿Por cuántos años ha sido docente bilingüe en su escuela actual?	number/nú mero				
6	How many years have you been a teacher in your school district? (If it is your first year teaching, put 1)/¿Cuántos años tiene de ser docente en el distrito escolar actual? Si es su primer año, escriba 1	number/nú mero				
7	How many years have you been a licensed teacher?/¿Por cuántos años ha sido docente?	number/nú mero				
8	What is your gender?/¿Cuál es su género sexual?	male/masc ulino	female/fe menino	non- binary/non- binario		
9	What language do you teach in?/¿En qué idioma enseña?	English/in glés	Spanish /español			
10	What is your highest level of education?/¿Cuál es su nivel educativo?	Bachelor's Degree/Ba chillerato o licenciatur a	Master's Degree/ma estría	Doctorate/do ctorado	Other/otro	

11	Were you born in the United States or a Spanish-Speaking Country?/¿Nació en los Estados Unidos o en un país de habla hispana?	United States/Estados Unidos	Spanish-speaking Country/país de habla hispana	Other/otro		
12	What is your ethnicity?/¿Cuál es su etnicidad?	Hispanic or Latino/Hispano(a) o latino(a)	Not Hispanic or Latino/No soy hispano(a) ni latino(a)			
13	What is your race?/¿Cuál es su raza?	American Indian or Alaskan Native/nativo(a) de Norteamérica o de Alaska	Asian/asiático(a)	Black or African American/afroamericano(a)	Native Hawaiian or Other Pacific Islander/nativo(a) de Hawái o las islas del Pacífico	White/caucásico(a)
14	How many years has your current administrator served in your building in the role of a principal?/¿Cuántos años tiene el/la director(a) de su escuela de fungir en ese puesto?	number/número				
15	Were you involved in the inception of your school's dual language program?/¿Participó usted en la implementación del programa de lenguaje dual de su escuela?	yes/sí	no/no			
16	On average, how many hours of professional development on dual language do you receive per year?/En promedio, ¿cuántas horas de capacitación profesional en programas de lenguaje dual recibe al año?	number/número				
17	Are you involved in the planning or running of professional development?/¿Participa en la planificación o gestión de la capacitación profesional?	yes/sí	no/no			

**APPENDIX G**

**INFORMED CONSENT FOR ONLINE SURVEY  
IN ENGLISH AND SPANISH**

## Consent form for Online Qualtrics Survey in English



### CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH UNIVERSITY OF NORTHERN COLORADO

Project Title: Dual Language Teacher Identified Supports

Researcher: Miguel Donald Salinas, Doctoral Candidate, Educational Leadership and Policy Studies, Email: [sali4554@bears.unco.edu](mailto:sali4554@bears.unco.edu)

Research Advisors: Spencer C. Weiler, Ph.D., Educational Leadership and Policy Studies, Phone: (970) 351-1016 Email: [spencer.weiler@unco.edu](mailto:spencer.weiler@unco.edu) and Linda R. Vogel, Ph.D.: Educational Leadership and Policy Studies, Phone (970) 351-2119 Email: [linda.vogel@unco.edu](mailto:linda.vogel@unco.edu)

#### **To Whom It May Concern:**

You are being asked to take part in a research study of teacher supports identified in the implementation and maintenance of elementary dual language programs. You are being asked to take part in this study because your school meets the research selection criteria of being a dual language program situated in a rural amenity destination in a Rocky Mountain Resort Community. Please read this form carefully. By clicking on the “Yes” box, you are agreeing to take part in the study.

**What the study is about:** The purpose of this study is to determine what supports elementary dual language teachers identify in the implementation and maintenance of dual language programs.

**What I will ask you to do:** If you agree to participate in this study, you will be asked demographic questions about you and your teaching experience. You will then answer survey questions about supports identified in the implementation and maintenance of your elementary dual language program. The survey will take approximately 30 minutes to complete. At the end of the survey, you will be asked if you would like to participate in a one-on-one interview.

**Risks and benefits:** I do not anticipate any risks to you participating in this study beyond those encountered in conversations regarding day-to-day school teaching duties. There are no direct benefits to you, however, you would be providing valuable information to support the understanding of dual language programming in Colorado and in rural amenity destinations.

**Compensation:** Participants who complete the survey will receive a \$5 Target or Starbucks Gift Card for their participation in the survey.

**Your answers will be confidential:** All data regarding this study will be kept confidential. Any report of this study will not include information that will make it possible to identify you, your school or your district. Pseudonyms will be given to each participant, school, and district. Data will be kept in a locked file cabinet or on a

password-protected computer, and only the researchers will have access to the data. Data gathered from the survey will be stored in my research advisor's locked file cabinet in a locked office. All research data and consent forms will be destroyed three years after the completion of the study.

**Participation is voluntary:** You may decide not to participate in this study, and if you begin participation, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above, please click on the "yes" box below if you would like to participate in this research. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

**Statement of Consent:** I have read the above information and I consent to take part in the study.

Clicking "Yes" indicates that I am providing informed consent.

Clicking "No" indicates that I do not wish to continue with this study as a participant.

## Online Survey Consent Form in Spanish



### FORMATO DE CONSENTIMIENTO PARA PARTICIPANTES HUMANOS EN LA INVESTIGACIÓN UNIVERSIDAD DEL NORTE DE COLORADO

Título del Proyecto: Soportes Identificados por Maestros de Lenguaje Dual  
*Project Title: Dual Language Teacher Identified Supports*

Investigador: Miguel Donald Salinas, Candidato al Doctorado en Liderazgo Educativo y Estudios sobre Políticas. Correo electrónico: [sali4554@bears.unco.edu](mailto:sali4554@bears.unco.edu)

Tutores: Dr. Spencer C. Weiler. Liderazgo Educativo y Estudios sobre Políticas. Tel: (970) 351-1016. Correo electrónico: [Spencer.weiler@unco.edu](mailto:Spencer.weiler@unco.edu) y Dra. Linda R. Vogel. Liderazgo Educativo y Estudios sobre Políticas. Tel: (970)351-2119. Correo electrónico: [linda.vogel@unco.edu](mailto:linda.vogel@unco.edu)

#### **A quien corresponda:**

Se le solicita amablemente su participación en un estudio de investigación acerca de los soportes que los maestros identifican durante la implementación y mantenimiento de programas de educación de lenguaje dual. Se le pide que participe en este estudio dado que su escuela cumple con los requisitos de selección para el estudio, al estar situada en un ambiente rural en un destino turístico de las montañas rocallosas. Por favor lea la forma cuidadosamente. Al pulsar “Sí” usted está consintiendo a formar parte del estudio. **¿De qué se trata el estudio?:** El propósito de este estudio es determinar qué soportes identifican los docentes de primaria de lenguaje dual durante la implementación y mantenimiento de programas de lenguaje dual.

**Lo que se requiere de usted:** Si accede a participar en el estudio, se le harán preguntas demográficas acerca de su experiencia docente. Después, contestará preguntas acerca de los soportes que ha identificado en la implementación y mantenimiento de su programa de primaria de lenguaje dual. La encuesta dura aproximadamente 30 minutos. Al final de la encuesta, se le preguntará si estaría interesado en participar en una entrevista de seguimiento.

**Riesgos y beneficios:** No se anticipa ningún riesgo asociado con su participación en el estudio que vaya más allá de aquellos a los que se enfrenta en una conversación acerca de actividades diarias en la práctica docente. No hay beneficios directos para usted, pero, usted estaría compartiendo información valiosa para apoyar la comprensión de la programación de lenguaje dual en Colorado y en destinos rurales.

**Compensación:** Los participantes que completen esta encuesta recibirán una tarjeta de

regalo de \$5.00 dólares de Target o Starbucks.

**Sus respuestas serán confidenciales:** Toda la información recabada en esta encuesta será confidencial. Cualquier reporte de la investigación no contendrá información que permita que sea posible identificarlo a usted, su escuela o su distrito. Se le asignarán seudónimos a cada participante, escuela y distrito. La información se resguardará en un archivero bajo llave o en una computadora con contraseña y solamente los investigadores tendrán acceso a la información. La información recabada será guardada en el archivero de mi tutor de investigación que está bajo llave en una oficina cerrada con llave. Toda la información recabada y las formas de consentimiento serán destruidas tres años después de que haya finalizado el estudio.

**La participación es voluntaria:** Usted puede decidir no participar en este estudio, y comienza a participar, puede cambiar de opinión y parar en cualquier momento. Su decisión será respetada y no resultará en la pérdida de los beneficios a los cuales tiene derecho. Habiendo leído lo anterior. Por favor pulse “SÍ” abajo si quiere participar en la investigación. Si tiene dudas acerca de su selección o trato como participante en una investigación, por favor contacte a Nicole Morse, Administradora de IRB, Oficina de Programas Patrocinados, 25 Kepner Hall, Universidad del Norte de Colorado, Greeley, CO 80639; 970-351-1910.

**Declaración de Consentimiento:** He leído la información anterior y estoy de acuerdo en participar en el estudio.

Al pulsar “SÍ” confirmo mi consentimiento informado.

Al pulsar “NO” confirmo que no deseo continuar mi participación en el estudio.



**APPENDIX H**  
**SEMI-STRUCTURED INTERVIEW QUESTIONS**  
**IN ENGLISH AND SPANISH**

## Semi-structured Interview Questions in English



- 1) Why are you in education?
- 2) Tell me what dual language looks like in your school.
- 3) How are you supported in ensuring equity for both native Spanish speakers and native English speakers?
- 4) How does your school promote community engagement or community outreach?
- 5) How are families involved in supporting the dual language program?  
Follow-up: How are the families' schedules respected?
- 6) How do your principal and district administrators support the program?
- 7) How is funding allocated to support both English and Spanish instruction?
- 8) How do teachers collaborate to support one another in the interest of strengthening dual language education?
- 9) How would you like to be further supported as a dual language teacher?
- 10) Is there anything else you would like to add?

## Semi-structured Interview Questions in Spanish



1. ¿Por qué trabaja usted en la educación?
2. Dígame cómo funciona la educación de lenguaje dual en su escuela.
3. ¿Qué apoyo recibe para asegurar que haya equidad para hablantes nativos del español y del inglés.
4. ¿Cómo promueve su escuela la relación con la comunidad o los lazos con la comunidad?
5. ¿De qué manera se involucran las familias para apoyar el programa de lenguaje dual?  
Seguimiento: ¿Cómo se respetan sus horarios?
6. ¿De qué manera apoyan el programa de lenguaje dual el director de la escuela y administradores del distrito?
7. ¿Cómo se hace el presupuesto para asegurarse de apoyar tanto la instrucción del español como del inglés?
8. ¿De qué manera colaboran los maestros para apoyarse los unos a los otros para fortalecer la educación de lenguaje dual?
9. ¿De qué otra manera le gustaría que le apoyaran como maestro de lenguaje dual?
10. ¿Hay algo más que le gustaría decir?

**APPENDIX I**

**SEMI-STRUCTURED INTERVIEW CONSENT  
FORMS IN ENGLISH AND SPANISH**

## Consent Form for Interview in English



### CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH UNIVERSITY OF NORTHERN COLORADO

Project Title: Dual Language Teacher Identified Supports

Researcher: Miguel Donald Salinas, Doctoral Candidate, Educational Leadership and Policy Studies, Email: [sali4554@bears.unco.edu](mailto:sali4554@bears.unco.edu)

Research Advisors: Spencer C. Weiler, Ph.D., Educational Leadership and Policy Studies, Phone: (970) 351-1016 Email: [spencer.weiler@unco.edu](mailto:spencer.weiler@unco.edu) and Linda R. Vogel, Ph.D.: Educational Leadership and Policy Studies, Phone (970) 351-2119 Email: [linda.vogel@unco.edu](mailto:linda.vogel@unco.edu)

**To Whom It May Concern:**

You are being asked to take part in a research study of teacher supports identified in the implementation and maintenance of elementary dual language programs. You are being asked to take part in this study because your school meets the research selection criteria of being a dual language program situated in a rural amenity destination in a Rocky Mountain Resort Community and because you selected at the end of the computerized survey that you would be willing to participate in an interview. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

**What the study is about:** The purpose of this study is to determine what supports elementary dual language teachers identify in the implementation and maintenance of dual language programs.

**What I will ask you to do:** If you agree to participate in this study, I will conduct an interview with you. The interview will include questions about supports identified in the implementation and maintenance of your elementary dual language program. The interview will take approximately 60 minutes to complete. With your permission, I would like to digitally record the interview. The interview will be conducted at a time and place convenient to you. I will provide you a copy of the transcript so you can provide any clarifications that you desire. You will have one week to provide clarifications.

Participant's initials Page 1 of 2 \_\_\_\_\_

**Risks and benefits:** I do not anticipate any risks to you participating in this study beyond those encountered in conversations regarding day-to-day school teaching duties. There are no direct benefits to you, however, you would be providing valuable information to support the understanding of dual language programming in Colorado and in rural amenity destinations.

**Compensation:** Participants who complete the interview will receive a \$5.00 Target or Starbucks Gift Card for their participation in the interview.

**Your answers will be confidential:** All data regarding this study will be kept confidential. Any report of this study will not include information that will make it possible to identify you, your school or your district. Pseudonyms will be given to each participant, school, and district. Data will be kept in a locked file cabinet or on a password-protected computer, and only the researchers will have access to the data. Signed consent forms will be stored in a research advisor's locked file cabinet in a locked office. All research data and consent forms will be destroyed three years after the completion of the study.

**Participation is voluntary:** You may decide not to participate in this study, and if you begin participation, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

**Statement of Consent:** I have read the above information, and I have received answers to any questions I asked. I consent to take part in the study.

Your Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Your Name (printed)

\_\_\_\_\_  
Signature of Researcher \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Printed name of Researcher \_\_\_\_\_

This consent form will be kept by the researcher's advisor in a locked file cabinet in his university office for at least three years beyond the end of the study.

## Consent Form for Interview in Spanish



**FORMATO DE CONSENTIMIENTO PARA PARTICIPANTES HUMANOS EN  
LA INVESTIGACIÓN  
UNIVERSIDAD DEL NORTE DE COLORADO**

Título del Proyecto: Soportes Identificados por Maestros de Lenguaje Dual  
*Project Title: Dual Language Teacher Identified Supports*

Investigador: Miguel Donald Salinas, Candidato al Doctorado en Liderazgo Educativo y Estudios sobre Políticas. Correo electrónico: [sali4554@bears.unco.edu](mailto:sali4554@bears.unco.edu)

Tutores: Dr. Spencer C. Weiler. Liderazgo Educativo y Estudios sobre Políticas. Tel: (970) 351-1016. Correo electrónico: [Spencer.weiler@unco.edu](mailto:Spencer.weiler@unco.edu) y Dra. Linda R. Vogel Liderazgo Educativo y Estudios sobre Políticas. Tel: (970)351-2119. Correo electrónico: [linda.vogel@unco.edu](mailto:linda.vogel@unco.edu)

A quien corresponda:

Se le solicita amablemente su participación en un estudio de investigación acerca de los soportes que los maestros identifican durante la implementación y mantenimiento de programas de educación de lenguaje dual. Se le pide que participe en este estudio dado que su escuela cumple con los requisitos de selección para el estudio, al estar situada en un ambiente rural en un destino turístico de las montañas rocallosas y porque usted seleccionó al final de la encuesta electrónica la posibilidad de participar en una entrevista. Por favor lea esta forma cuidadosamente y haga cualquier pregunta que tenga antes de participar en la entrevista.

¿De qué se trata el estudio? El propósito de este estudio es determinar qué soportes identifican los docentes de primaria de lenguaje dual durante la implementación y mantenimiento de programas de lenguaje dual.

Lo que se requiere de usted: Si accede a participar en el estudio, le haré una entrevista. La entrevista incluye preguntas acerca de los soportes que ha identificado en la implementación y mantenimiento de su programa de primaria de lenguaje dual. La entrevista durará aproximadamente 60 minutos. Con su permiso, me gustaría hacer una grabación digital de la entrevista. La entrevista se llevará a cabo en un lugar y un horario que sea de su conveniencia. Le entregaré una copia de la transcripción para que pueda hacer aclaraciones si así lo desea. Usted tendrá una semana para hacer dichas aclaraciones.

Riesgos y beneficios: No se anticipa ningún riesgo asociado con su participación en el estudio que vaya más allá de aquellos a los que se enfrenta en una conversación acerca de actividades diarias en la práctica docente. No hay beneficios directos para usted, pero, usted estaría compartiendo información valiosa para apoyar la comprensión de la

programación de lenguaje dual en Colorado y en destinos rurales.

Compensación: Los participantes que completen esta entrevista recibirán una tarjeta de regalo de \$5.00 dólares de Target o Starbucks.

Sus respuestas serán confidenciales: Toda la información recaba en esta encuesta será confidencial. Cualquier reporte de la investigación no contendrá información que permita que sea posible identificarlo a usted, su escuela o su distrito. Se le asignarán seudónimos a cada participante, escuela y distrito. La información se resguardará en un archivero bajo llave o en una computadora con contraseña y solamente los investigadores tendrán acceso a la información. La información recabada será guardada en el archivero de mi tutor de investigación que está bajo llave en una oficina cerrada con llave. Toda la información recabada y las formas de consentimiento serán destruidas tres años después de que haya finalizado el estudio.

La participación es voluntaria: Usted puede decidir no participar en este estudio, y comienza a participar, puede cambiar de opinión y parar en cualquier momento. Su decisión será respetada y no resultará en la pérdida de los beneficios a los cuales tiene derecho. Habiendo leído todo lo anterior y habiendo tenido la oportunidad de hacer preguntas, por favor firme a continuación si desea participar en esta investigación. Una copia de esta forma se le entregará a usted para referencia futura. Si tiene dudas acerca de su selección o trato como participante en una investigación, por favor contacte a Nicole Morse, Administradora de IRB, Oficina de Programas Patrocinados, 25 Kepner Hall, Universidad del Norte de Colorado, Greeley, CO 80639; 970-351-1910.

Declaración de Consentimiento: Declaro haber leído la información en este documento y recibido respuestas a las preguntas que me surgieron al respecto. Doy mi consentimiento informado para participar en este estudio.

Firma del participante \_\_\_\_\_ Fecha

\_\_\_\_\_  
Nombre (letra de molde)

\_\_\_\_\_  
Firma del investigador \_\_\_\_\_ Fecha

\_\_\_\_\_  
Nombre del investigador (letra de molde)

\_\_\_\_\_  
Este formato de consentimiento será guardada en el archivero del tutor de la investigación. Estará bajo llave en una oficina de la universidad al menos tres años después de que finalice el estudio.



**APPENDIX J**

**FIELD NOTES**

**Field Notes**

Date and Time:

Location:

Pseudonym:

CATEGORY	NOTES
Body language	
Cultural nuances	
Tone and attitude	
Broad ideas	
My personal thoughts	

This table was created based on suggestions for field notes made by Merriam and Tisdell (2015) and Creswell (2015).