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The Implementation of a Two-Way Dual Language Program And The Impact On Teaching And Learning

Annetta Spsychalski

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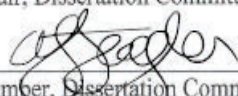
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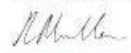
THE IMPLEMENTATION OF A TWO-WAY DUAL LANGUAGE PROGRAM AND THE
IMPACT ON TEACHING AND LEARNING

Submitted in partial fulfillment
of the requirements of
Doctor of Education in Educational Leadership


Annetta Spychalski
Educational Leadership Doctoral Program

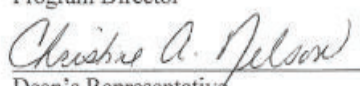
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National College of Education

National Louis University

December 2020

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ABSTRACT

Dual language programs satisfy the requirement of mandated bilingual programs for English Language Learners in the state of Illinois. This qualitative program evaluation focused on a school district that entered into an adaptive change process with respect to creating a two-way dual language immersion program that would increase student language acquisition in English and Spanish as well as increase cultural competency and professional development for teachers. The program evaluation provided the opportunity to diagnose the system through an examination of the challenges and the quality of the current state of the district leading to the identification of the 4c's; context, conditions, cultures, and competencies. In designing this evaluation, early literacy instruction and the connection with teaching and learning in both languages was closely monitored. The need for more professional development in the area of teaching the Spanish language and bridging the two languages became apparent. The findings from this program evaluation revealed a need for a review of teacher certification programs specifically for dual language learners, better assessments to triangulate data in both languages, and the importance of learning about cultural competency to the community.

PREFACE

As a child of Italian immigrants, I was not encouraged to use my parents' native language. Speaking another language was frowned upon. This second language was almost hidden from our friends, as my parents wanted their children to be 'Americanized.' In 1985, when I was in sixth grade, my father died, and so did our native language. As I became an adult, I realized that having another language would have benefitted my siblings and me in so many ways when building a career. Having a second language was not only rare in my neighborhood, but a gift that no one else had at the time.

What I have learned throughout my research is that we have a long way to go in education to change the public's mindset of bilingual education. I learned that not all states support bilingual education, but I happen to be lucky enough to live in one that does support the research. Through my research, I found articles that dated back to the 1960's having the same conversations as today. I continually question why haven't we, as educators, been able to move the needle on bilingual education. I do not have the answer to that, but I can continue to advocate supporting the native language for our English language learners.

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I would like to acknowledge my school district for allowing me to conduct my research and providing any assistance that I needed. In addition, I would like to thank the staff, administration, and our parents for their willingness to provide their feedback and share their experiences with me.

DEDICATION

I dedicate my doctoral work to my family for their endless love and support. A special feeling of gratitude to my husband, Eddie, for making me promise him that I, one day, would become a Doctor. His words of encouragement and his support with our children have made this a reality.

A heartwarming thanks to my four daughters, Alyssa, Brianna, Sophia, and Nola, who patiently waited for me to come home, I found my strength through your unconditional love. I love you to infinity and beyond.

Finally, to the strongest person I know, my mom, the Italian immigrant, who has taught me the importance of family first and the American Dream. I thank you for teaching me how to be a strong woman and a role model for my daughters.

TABLE OF CONTENTS

ABSTRACT.....	iv
PREFACE.....	v
ACKNOWLEDGEMENTS.....	vi
CHAPTER ONE.....	1
Introduction.....	1
Purpose of the Programme Evaluation.....	2
Rationale.....	3
Goals.....	5
Research Questions.....	6
Conclusion.....	6
CHAPTER TWO.....	8
Review of the Literature.....	8
Teaching for Biliteracy.....	9
Professional Development.....	11
Models of Biliteracy.....	13
Dual Language Models.....	Error! Bookmark not defined.
Community Connections.....	18
CHAPTER THREE.....	22
Methodology.....	22
Participants.....	23
Teacher participants.....	23
Parent participants.....	23
Data Gathering Techniques.....	25
Student data collection methods.....	25
Parent data collection methods.....	27
Consent and Confidentiality.....	27
Data Analysis Techniques.....	28
Student data.....	29
Parent data.....	33
Teacher data.....	39
CHAPTER FOUR.....	46
Examining the 4C's (As-Is).....	46
Arenas of Change.....	46
Context.....	51
Culture.....	52
Conditions.....	52
Competencies.....	53
CHAPTER FIVE.....	55
A Vision of Success (To Be).....	55
Context.....	56
Culture.....	57
Conditions.....	59
Competencies.....	60
CHAPTER SIX.....	63

Strategies and Actions for Change.....	63
Teaching Professional Development for Native Spanish Speakers.....	63
Community Involvement and Understanding.....	64
Teaching Pedagogy.....	65
Foundational Spanish and Spanish Literature.....	65
Conclusion.....	66
CHAPTER SEVEN.....	68
Implications and Policy Recommendations.....	68
Vision Statement.....	68
Policy Statement.....	69
Analysis of Needs.....	70
Educational analysis.....	70
Social analysis.....	70
Political and economic analysis.....	71
Moral and ethical analysis.....	72
Staff and Community Relationships.....	73
Conclusion.....	73
References.....	76
Appendix A: Teacher Interview Questions for Focus Group.....	81
Appendix B: Teacher Survey Questions.....	82
Appendix C: Parent Focus Group.....	84
Appendix D: Parent Survey Questions.....	85
Appendix E: “As Is” 4 Cs Analysis for Annetta Spyschalski.....	89
Appendix F: To Be.....	90
Appendix G: Informed Consent.....	91

TABLES

Table 1. Dual Language Models.....	16
Table 2. Sample of a General Language Allocation	49

FIGURES

Figure 1. Performance definitions for the levels of English language proficiency in Grades K-12.	26
Figure 2. LAS assessment: Fall 2018 - Spring 2019.	30
Figure 3. WIDA: Fall 2018 - Spring 2019.....	31
Figure 4. AIMS Web: Winter 2018 - Spring 2019.	33
Figure 5. Teachers' preferences in terms of teaching language arts and mathematics and in which language they were prepared to teach.....	39
Figure 6. Curricular support required by teachers.	40
Figure 7. Support required by teachers teaching in both languages.	41

CHAPTER ONE

Introduction

As the United States continues to become more culturally diverse, educators cannot ignore the languages spoken in our students' homes. Highland Hills Elementary School District 4 is approximately 30 miles from a large urban area in the Midwest. There are six elementary schools, one middle school, and one early childhood center with 3,200 students. As the Director of Grants and Literacy for the district, I oversee the state and federal grants for Every School Succeeds Act (ESSA), which include Title I, Title II, Title III, Title IV, as well as the Early Childhood and Preschool for All (PFA) grants. This program evaluation focuses on the Title III grant. The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and learn the same academic content and meet the academic achievement standards that monolingual children are expected to meet. Schools use Title III funds to implement specialized language instruction educational programs designed to help LEP students achieve these standards.

Based on the State School Report Card data, 32% of students district-wide receive free and reduced lunch in the district. Three of our elementary schools qualify for Title I funding as the number of students receiving free and reduced lunch in those schools exceeds the district average. Our district-wide student population is 62% White, 16% Hispanic, 13% Asian, 1% Black, and 8% other. Approximately 14% of our students have an IEP, and 13% of our students are Limited English Proficient (LEP). Less than 1% of our students are homeless. One of our schools, Lilac Elementary, is our Two-Way Immersion Dual Language Academy and the focus of this program evaluation. Lilac has an enrollment of 494 students, of which 53% are low income, 30% are English Learners, 2% are Homeless, and 8% require an IEP.

Purpose of the Program Evaluation

The number of English learners in Highland Hills School District 4 has increased from 4% to 13% over the past decade. In searching for ways to improve academic success and embrace cultural diversity, I began researching dual language programs' benefits for this project and for the school district. The purpose of this program evaluation is to explore the connection with teaching and learning in English and Spanish in a newly implemented two-way immersion dual language program. A dual language program consists of literacy being taught in two languages within a classroom, but not all academic content is taught in two languages. A classroom would consist of approximately half of the students speaking English as their native language, and the other half would be students who speak a different native language, such as Spanish. Both groups of students would be learners of a language together. In my different administrative positions within the district, literacy being a major focus of my work, I began visiting dual language programs outside of the district with the expectation of beginning a two-way immersion dual language program in the Highland Hills School District in the Fall of 2018. Two-way immersion is a part of a dual language program because, in essence, the two home languages, one being English and, in this case, the other Spanish, are immersing together to learn both languages systematically to become bilingual and biliterate. The EL/Bilingual Coordinator and I visited schools in various counties that had a dual language program and attended conferences such as La Cosecha in Santa Fe, New Mexico, sponsored by Dual Language Education of New Mexico. "In dual language programs, the need for a clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence has been demonstrated in studies and advocated by dual language education teachers and administrators" (Howard et al., 2018, p.10). We commit to our students and their families to create a program

that is considered additive bilingualism and not subtractive. “The increasing number of dual language programs throughout the United States represents the potential for a shift in language orientations from *language as a problem* toward *language as a resource*” (Palmer, Martínez, Mateus, & Henderson, 2014, p. 757).

According to the data from 2004-2016 from the America Community Survey, 33% of children live in a household with a language other than English being spoken (Dual Language Learners, 2019). Within this percentage, Spanish is the most prevalent language and accounts for about 16.1 million children who are dual language learners (Dual Language Learners, 2019). Dual Language Programs have been growing since it began in 1962 in Miami, Florida, to approximately 800 programs currently in public schools across the U.S. (Lidholm-Leary, 2013). After visiting different schools and attending various conferences, Highland Hills school felt this was the program we would need to implement in the district. The purpose of this evaluation is to explore the connection with teaching and learning in English and Spanish in a newly implemented two-way immersion dual language program.

Rationale

As a child of Italian immigrants, I was not encouraged to use my parents’ native language. Speaking another language was frowned upon. This second language was almost hidden from our friends, as my parents wanted their children to be ‘Americanized.’ In 1985, when I was in sixth grade, my father died, and so did our native language. As I became an adult, I realized that having another language would have benefitted my siblings and me in so many ways when building a career. Having a second language was not only rare in my neighborhood, but a gift that no one else had at the time.

Being bilingual can be identified in one of two ways. Simultaneous bilingualism means you learn both languages from birth. In contrast, sequential bilingualism means you learn one language first, and then you learn a second language. (Escamilla, 2014, p. 5). In my case, we are considered simultaneous bilingual because my siblings and I learned both Italian and English from birth at the same time. In contrast, my parents are sequential bilingual since they learned Italian first and then learned English when they immigrated to America. “The vision of multilingualism and multiculturalism for dual language programs incorporates the concept of *additive bilingualism*, in which students are provided the opportunity to acquire a second language at no cost to their home language” (Hamayan, Genesee, & Cloud, 2013, p. 8). Lambert (1975) identified that an increasing number of dual language programs across the United States represented the potential for a shift in language orientations from language as a problem toward language as a resource and subtractive toward additive bilingualism. In developing a new dual language program in our school, we needed to stress the importance of valuing our students’ native language while teaching them a second language.

As an educator, I have seen the academic benefits of students having two languages. Historically, schools qualifying for bilingual education enrolled students in transitional bilingual education (TBE) programs. The goal of TBE programs is academic fluency in English. Instruction in the native language is used solely to support the development of English. These programs are still prevalent; however, there are other options. In Highland Hills, Spanish is the predominant first language of our students. In 2009, the district began a bilingual Spanish kindergarten class at Lilac Elementary School. The program model for this class was TBE. As the population of Spanish speaking students increased at Lilac school and throughout the district, the enrollment in the TBE program increased. We soon had a kindergarten, 1st, and 2nd grade

bilingual self-contained Spanish classroom. The program remained an Early Exit TBE Program for many years, meaning that when students entered 3rd grade, they joined a mainstream English classroom and received push-in and pull-out support from a bilingual teacher. In 2015-2017 consecutively, we added a 3rd, 4th, and 5th grade TBE classroom. As we prepared for the shift in teaching, from a TBE program to a dual language program, we reached out to Karen Beeman and Cheryl Urow, co-authors of *Teaching for Biliteracy* (Beeman & Urow, 2013), to support the professional learning of our bilingual teachers. Our teachers were trained in teaching biliteracy, students remained in the program regardless of their acquired level of English, and the model changed from an early exit TBE Program to a one-way immersion dual language program, as the district did not have the proper resources to begin a two-way dual program. The program's goal shifted from one of using Spanish to support growth in English to one where the goal is literacy across all content areas in both Spanish and English. Not only was this change necessary to improve the programming for our Spanish speaking students, but it also served, it continues to serve as a building block toward our Two-Way Immersion Dual Language Program (TWI).

Goals

The intended goals of the dual language program evaluation in my district were to:

- Identify the benefits/drawbacks of a dual language program
- Identify the professional development needs of the teachers
- Identify parent perspectives/feedback of their child in the program

In designing the evaluation around these three goals, I closely monitored the instruction and student outcomes with the proposed content and language allocation plan and made adjustments to increase student learning. The content and language allocation plan is the ratio of

English used with Spanish and content areas, such as science, social studies, and math. The Two-Way Immersion Dual Language Program has four goals, as follows:

- Students learn to speak, read, and write in two languages
- Students receive content area instruction in both languages
- Students develop a respect and appreciation for the culture of two language groups
- Students gain fluency in two languages while mastering a challenging curriculum and often outperforming their counterparts in monolingual education programs.

All the data gathered through this evaluation was directly related to the goals of the program evaluation.

Research Questions

“Human beings develop oral language to communicate with each other, and from oral language launch into learning how to read and write” (Gough & Tunmer, 1986, p. 7). Oral language is a critical first step in developing literacy skills in any language. “To ensure success and avoid inappropriate assumptions about how bilingual students use their language for learning, programs for teaching reading and writing must acknowledge the fundamental link between oral language and literacy” (Beeman & Urow, 2013, p. 66). Therefore, the primary research question for this study was “What is the impact of implementing a two-way dual program on teaching and learning?” Some secondary questions were:

- How is language acquisition being assessed through the program?
- What early literacy skills are obtained in both languages?

Conclusion

In summary, this program evaluation focused on early literacy instruction and the connection with teaching and learning in both languages. As our school began this journey of

implementing a two-way dual language program beginning in kindergarten with native English and native Spanish speakers, the district will continue to review the language allocation plan and monitor student progress. The program's goal is for students to gain social and academic fluency in Spanish and English while mastering a challenging curriculum across all content areas.

Students will develop a respect and appreciation for the culture of both language groups. Dual language programs satisfy the requirement of mandated bilingual programs for ELs in the state of Illinois and are proven to be the most effective model of instruction to close the achievement gap.

CHAPTER TWO

Review of the Literature

Understanding the benefits of a dual language program necessitates insight into the nature of biliteracy, bilingualism, and sociocultural competence essential in developing a program. The need for a clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence has been demonstrated in various studies and advocated by dual language education teachers and administrators (Howard et al., 2018).

Dual Language programs can be very effective in the success of second language learners. As the United States continues to become more culturally diverse, educators cannot ignore the languages spoken in our students' homes. Current research confirms the academic, socio-cultural, and financial benefits of biliteracy and bilingualism (Cloud, Genesee, & Hayman, 2000). In a report from New American Economy (2017), the demand for multilingual workers doubled from 2010 to 2015, specifically workers who speak Spanish, Chinese, and Arabic in the healthcare and financial industries, as well as legal and customer service. Employers are posting more job opportunities requiring applicants to be bilingual as the business world has become more globalized in exporting goods. Long term analysis of student outcomes identified the academic achievement of the students who participated in a dual language program. English learners in a dual program can better master English academic skills than traditional English as a second language program (ESL) (Collier & Thomas, 2009). As a result of the research data, K-12 dual language programs have increased in US schools. Biliteracy and second language acquisition are integrated into a dual language programmatic setting, which improves thinking and learning (Lindholm-Leary, 2012).

The first section of this literature review will focus on the importance of teaching for biliteracy, which includes the biliteracy models and methods of teaching, professional development needed for teaching two languages, and the various models of a biliteracy program. The second section will focus on dual language models and descriptions, including the benefits of a dual language program for native and non-native Spanish speakers. Finally, sociocultural competence, which reaches out to the parent and surrounding community of learners and their understanding of dual language programming, will be addressed.

Teaching for Biliteracy

Biliteracy instruction includes reading, writing, and speaking across the content areas in Spanish and English. Across the world, biliteracy is valued and is advantageous to individuals, communities, and the economic future of many nations because of international business (Escamilla, 2014). Biliteracy can be viewed as a process and as an outcome. When viewed as a process, biliteracy allows teachers to answer questions about how children develop and live in a biliterate environment within their family and the broader community (Reyes, 2012). The outcomes of biliteracy documents how emerging learners achieve biliteracy in terms of competencies and programmatic support.

Bilingualism refers to the *speaking* of two languages. In contrast to biliteracy, bilinguals only speak in two languages, so it is vital to merge both of the teachings so students can speak in two languages and read and write in two languages. One way of understanding bilingual students is to consider the order in which languages are acquired: simultaneous or sequential. Children exposed to two languages between the ages of 0-5 are considered simultaneous bilingual, as they are learning the two languages in their home at the same time (Escamilla, 2014). These children may not have a dominant language; rather, they have language skills that can be used to develop

biliteracy. A sequential bilingual child was exposed to a second language after the age of 5, meaning they have developed mastery or some proficiency in one language (native language) before acquiring another (Reyes, 2012). These children have a clear dominant language and the skills in one language that can be used to develop biliteracy. The students are generally labeled second language learners or limited English proficient, which incorrectly implies that bilingualism is a deficit because the emphasis is on developing the English language without considering the native language skills. A few other ways of looking at bilingualism, in addition to order of acquisition are, for example, the social status of the two languages, whether acquiring the languages was a choice, or whether it was required due to circumstances.

The key to successful development in reading and writing competencies is developing the connection between oral language and print. The acquisition and learning of decoding and encoding of and around print using two languages is the key to communicating in a biliterate context. Bialystok, Craik, Green, and Gollan (2009) stated that bilingual language acquisition is as effortless, efficient, and successful as monolingual acquisition. The major milestones in acquiring two languages in the areas of sounds, words, and sentences that are the foundation of acquiring language are passed at equivalent times for children growing up in a multilingual home (Bialysok et al., 2009). However, word-learning strategies and the rate and extent of vocabulary acquisition differ between monolingual and bilingual children. In both areas, what is noted is the common thread of what milestones are achieved by the age of 1.5. On average, bilingual children know significantly fewer words in each language than monolingual children (Bialystok et al., 2009). The transition into speaking sentences also occurs simultaneously with monolinguals and bilinguals, with knowing about 50 words. Therefore, research showed that monolingual and bilingual children follow a similar timetable for milestones that reflect

cognitive ability, but linguistic competence development differs. This difference is because the bilingual children already have a divide across two languages, which requires more understanding between the linguistic and cognitive systems.

Beeman and Urow (2013) identified biliteracy teaching by advocating that teachers take a “constructivist” approach to providing comprehension strategies and basic skills such as sound-symbol relationship rich in meaning and builds on students' background knowledge and experiences. A constructivist approach to teaching means that the students are active in their learning, and the knowledge is constructed through experience and understandings of the world in which they live. Therefore, the learning happens throughout the day and during a language arts block of time. The monolingual perspective has dominated literacy research. However, over the past decade, more and more researchers are focusing their research on the biliteracy work and the additive benefits of a second language and not the deficit notion the constant within public education. “Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages” (Beeman & Urow, 2013, p. 2). Through their research, Beeman and Urow (2013) developed the notion of bridging the languages and have supported districts in developing various models for dual language programs.

Professional Development

Inservice professional development for most teachers in the United States revolves around the monolingual classroom and strategies to teach students who are native in one language. Colleges nationwide also prepare teachers for teaching in such a context. However, as our schools' demographic landscape changes, so does the need for higher education to change the teacher preparation programs to include classes on how to teach students who are not native

English speakers. It is essential to know how to teach native English speakers who want to become bilingual in another language. “Knowing dual language programs support academic growth with all students, there remains a national concern regarding the availability of qualified teachers who are prepared for the unique requirements of dual language teaching” (Lachance, 2017, p. 2). The national standards for dual language teacher preparation programs are non-existent. In Illinois, Roosevelt University offers a Masters in Dual Language Teacher Leadership, the only one in the state in which the focus is teacher leadership. Many states do not have licensure for dual language teachers, which is concerning to the students' parents in such a program. Illinois is one of only five states that have laws requiring dual language learners to have access to bilingual education (New American Economy, 2017). According to the course description from Roosevelt University, the focus on the teacher leadership program includes designing and developing a reading and writing methods class specifically for bilingual students. Learning about assessment techniques for bilingual students supports a teacher in instructional planning. The focus on teachers as community advocates embraces cultural responsiveness to the community. Effective dual language programs require additional teaching certifications and specialized training in pedagogy and curriculum and assessments (Howard et al., 2018). With rigorous linguistic standards and high-level vocabulary creating even greater linguistic demands, teachers need additional professional development on instructional strategies (Howard et al., 2018).

We currently have classrooms where content standards are delivered in two languages with two different groups of language learners. Teachers must be trained in a second language and biliteracy development to incorporate the knowledge of how languages are learned into their teaching. This specialization requires a wide variety of scaffolding techniques and lesson

approaches related to academic development and prepares teachers to approach bilingual students' learning as "one learner" rather than viewing them as two monolingual entities in one brain (Lachance, 2017). To support the acquisition of language, teachers need a deep understanding of how to provide literacy instruction in the second language. Teachers in language education programs need appropriate teaching certifications, good content knowledge and classroom management skills, and training with respect to the language education model and appropriate instructional strategies (Hamayan et al., 2013). Some literacy strategies such as sight word instruction or letter names and letter sounds taught in English may not be taught in the same way as the partner language in the classroom (Howard et al., 2018). A lack of bilingual teaching strategies in reading and writing is a common issue as educators are looking for bilingual certified teachers to teach in a dual setting, with no real training on how to teach Spanish early literacy instruction to non-native Spanish speakers or on how to teach English early literacy instruction to non-native English speakers. Therefore, there are different biliteracy models that school districts can follow based on the professional development provided to the teachers.

A Model of Biliteracy

Beeman and Urow (2013) identified the three parts for teaching for biliteracy: Spanish (or one of the two languages) instruction, the bridge (both languages side by side), and English (or the other language) instruction. The bridge allows students who are learning in two languages the ability to strengthen both languages. For many years in the United States, the languages were taught separately, which dismissed the language the students were born within an attempt to learn English. Bridging, however, is a tool for bringing the two languages together and allows the students to explore the similarities and differences of both languages' linguistic

nature. “The bridge is the instructional moment when teachers help students connect the content-area knowledge and skills they have learned in one language to the other language” (Beeman & Urow, 2013, p. 4). The bridge occurs within a content unit organized by the teacher, such as English language arts. Teachers guide students to identify the similarities and differences between Spanish and English, which sets biliteracy instruction apart from monolingual literacy instruction.

With biliteracy instruction, literacy instruction focuses on students learning how to read, write, and speak in Spanish and English across the content areas. This type of instruction is planned and organized through a biliteracy unit framework (BUF). Beeman and Urow (2013) organized their framework into three parts: learning new concepts and literacy skills in one language, the bridge with both languages side by side, and extension activities in other languages. For the first part, the teacher develops the targets for language and content in Spanish to be delivered in Spanish, and then the same for English. The second part is the bridge, and this engages the students to compare the concepts in both languages. The bridge focuses on student learning and communicating in both languages side by side. For example, in a bridge lesson, the teacher may display vocabulary terms learned in Spanish, and students generate the English term for the Spanish concepts.

“Using the bridge is most challenging in programs that do not have a clearly defined content and language allocation plan, especially in dual language programs” (Beeman & Urow, 2013, p. 19). There is an established amount of time needed for each language essential for the bridge to take place. The established amount of time is identified by the language model a school district adopts. There are different types of language models, as well as language allocation plans within each program. For example, in a 90/10 model, Spanish is taught 90% of

the day, while English is 10%. The most important aspect of these program models is that they are based on community needs and what is best for the student population.

Program Models

“The increasing number of Dual Language programs throughout the United States represents the potential for a shift in language orientations from language as a problem toward language as a resource” (Palmer et al., 2014, p. 757). The selection of an appropriate model design for a dual language program should include a needs assessment to inform decisions about program development and instructional issues that support student success (Howard et al., 2018). Many school districts have adopted a type of language immersion program that can have many variations, based on the needs of a community. Lyster (2008) described two-way immersion as a form of bilingual education that aims for additive bilingualism by providing students with at least half of their content instruction in the language they are learning, and in addition to this, they are learning some instruction in their native language. Cammarata and Tedick (2012) found that English-speaking immersion students, regardless of ethnic or socioeconomic backgrounds, can achieve high levels of proficiency in the immersion language while achieving academic success in English better than their non-immersion peers.

Hamayan et al. (2013) identified three forms of Dual Language models: foreign or second language immersion for English-speakers (IMM), developmental bilingual education for students with limited or no English proficiency (DBE), and two-way immersion (TWI) for both English-speaking students and students with limited or no English proficiency.

Table 1

Dual Language Models

Immersion for English-Speakers	Developmental Bilingual Education	Two-Way Immersion
English native students choosing to learn another language would benefit them because of globalization and be afforded better employment opportunities, as they would have learned another language.	One-way dual program since the students in this program have limited English; therefore, teachers teach English to the non-native English speaker.	Also known as dual language immersion. Two-Way Immersion programs create unique language and cultural learning environments in which students from both majority language groups, and minority language groups can become bilingual from learning from one another.

Alanis and Rodriguez (2008) identified the dual language program as the opportunity for students to become bilingual, as this is an attempt to eliminate the minimalist form of bilingualism and promote academic achievement for ELs and foreign language immersion for native English students.

Two-Way Immersion Dual Language programs are the dual language programs of choice with varying language allocation plans based on the students' needs. The longitudinal study by Collier and Thomas (2004) compared different language models identified Two-Way Immersion Dual Language programs. The researchers found that the programs had astounding effects on student outcomes as English learners in this type of program outpaced native-English speakers year after year when they are schooled in a high-quality enrichment program that teaches the curriculum through their primary language and English. Collier and Thomas explained that when native English speaking students are added into the two-way program, the English learners reach a second language grade level achievement by fifth or sixth grade, whereas the other group of students does not reach this until seventh or eighth grade. The difference is that students with

their native English peers achieve in the average range of the 61st-71st percentile by the eleventh grade. In 1996, Christian's research on two-way immersion programs also identified this program as successful for non-native English speakers and native English speakers learning Spanish. In her research, she references the educational programs from the 1960s as operating as a two-way immersion program.

On the other hand, Barrow and Markman-Pithers (2016) concluded that the overall effectiveness of different forms of instruction is a challenge to answer as there is not a shared vision among policymakers on what the goals are for English learners. Is the goal to help them become bilingual or proficient in the English language? Recent studies suggest that English learners achieve the same English proficiency, whether placed in bilingual or immersion programs. They also contended that low-quality classroom instruction is associated with poorer outcomes. Improving classroom quality may be the best way to help English learners succeed. Christian, Howard, and Loeb (2000) concluded that the TWI programs promote positive cross-cultural relationships among students and that the majority of the research has focused on academic achievement, which indicates students enrolled in this program perform as well or better on standardized assessments as compared to the monolingual English or the transitional bilingual programs. Overall, the two-way immersion Dual Language programs effectively educate the growing number of non-native English speakers in our schools in an additive bilingual environment.

A language allocation plan must be developed to divide the 2-language instruction time in a two-way immersion Dual Language immersion model. The three basic models are 90/10, 80/20, and 50/50. The numbers represent the amount of time given to one language over the other. For example, in a 90/10 model, Spanish is taught 90% of the day, while English is 10%.

As the cohort of students moves up the grade levels, the allocation time changes. If kindergarten is a 90/10 model, then the first grade is 80/20, second grade is 70/30, the third grade becomes 60/40, and by 4th grade, the allocation becomes 50/50. In a 50/50 model, the time can be divided by content areas. For example, math is always taught in English, while science and social studies are taught in Spanish. A non-Spanish speaking teacher teaches the English math class in some districts, and a Spanish speaking teacher would teach science and social studies. Students from English and Spanish are integrated into the classroom, and instructional time is divided between English and Spanish to reach the goals of a dual language program. In most programs, language arts are taught in English and Spanish, and other subjects are taught in one or the other. Irrespective of the chosen allocation plan, the TWI program is an effective approach to educating the growing number of non-native English speakers students in our schools. The additive bilingual environment promotes language development and academic progress in both English and Spanish.

Community Connections

It is important to understand English learners' literacy practices outside of school and inside their home and community when developing literacy competencies required for school success. "One of the salient findings that have emerged is that children's out of school literacy practices are mediated not only by parents but also by siblings and a larger support network that includes the extended family" (Haneda, 2006, p. 338). Haneda (2006) explained that there are situations in which an older sibling is at home caring for their younger siblings; therefore, they are considered the caregiver and can work on homework in English at home. There are also cultural practices in which the family engages in collaborative literacy activities in the home, such as the kitchen or the living room, involving the immediate and extended family. For

example, in my Italian culture, food is at the center of most of our family gatherings, so it is essential to learn the traditional recipes from Italy passed down through the generations. In effect, this informally teaches some of the vocabulary within the language. It provides a platform for conversations in the target language and understanding why this is part of the culture. This type of learning happens in other cultures as when we identify food; we associate the type of food with a specific culture. Some cultures provide cultural enrichment classes outside of school and within the community, while others engage in various literacy activities as part of their lives.

Moll, Amanti, Neff, and Gonzalez (1992) used a qualitative approach to connecting homes and classrooms. They described the term “funds of knowledge” as historically accumulated and culturally developed bodies of knowledge and skills essential for household functioning and wellbeing. In the research, the teachers were a critical part of knowing the families' funds of knowledge in their classroom and capitalizing on this knowledge when teaching. For example, if students are from farming towns or construction, knowing this and about their daily lives outside of school in these settings can increase the teacher-student relationship. Children bring the norms concerning language use and how adults and children should interact with to school. These are learned behaviors and skills acquired in the home before being school-aged. In fact, the teachers in this research were co-researchers as they visited their students' homes to gain knowledge about the family and to what extent school plays a role in their family life. In a dual language program, it is essential for all families to feel welcome and share responsibility for their children's academic success. All teachers, but especially the dual language teachers, will need to learn how to navigate with all of the families in different ways to create positive relationships. The teachers are instrumental in creating time

for the families to blend the ‘funds of knowledge’ as we create a culturally inclusive environment.

As the two languages in a dual language classroom are being taught, it is important to add a new language to the individual student instead of taking away a native language. “The vision of multilingualism and multiculturalism for dual language programs incorporates the concept of additive bilingualism, in which students are provided the opportunity to acquire a second language at no cost to their home language” (Hamayan et al., 2013, p. 8). The concept of additive bilingualism dates back to Lambert (1975) and his research findings that indicated little had been done in North America for minority groups to maintain respect in their linguistic and cultural heritage to be fully bilingual members of society. He discussed the effects on identity when children were of mixed races and how they identified with one or the other heritage. Identity implications of mixed-race children emphasize that we should not be subtracting culture but rather adding a new one to support children in understanding and appreciating both cultures and their heritage. By subtracting a culture, it devalues it and assumes that one is more superior than the other.

Research has shown that parents of linguistically and diverse students have high aspirations for their children and want to be involved (Lindholm-Leary, 2012). However, barriers to parents’ involvement exist, including a sense of alienation or distrust of the public school as a government entity. The political climate around immigration has changed parental involvement, as there is a sense of distrust within communities. Families of English learners may be less informed about school-related events since they are less likely to receive school information in their native language. At Lilac School, we send all communication in multiple languages to ensure our families are receiving information. We also have translators for all on-site events, so

our parents feel like they are part of the community and not excluded. We have had a parent deported by ICE (Immigration and Customs Enforcement), which has alarmed families in the community to go into hiding. As much as we try to explain to the parents that the school is a safe place to be, they will only attend events during the school day.

In conclusion, being bilingual and biliterate improves thinking and learning (Lindholm-Leary, 2012). The goal of a dual language program is the presence of language-majority and language-minority students for sustained, additive bilingual instruction. The core of this goal is for both groups to learn content concepts through learning resulting in academic proficiency in both languages. Students will gain social and academic fluency in Spanish and English while mastering challenging curriculums across all content areas. They will develop a respect and appreciation for the culture of both language groups. Dual Language programs satisfy the requirement of mandated bilingual programs for ELs in the State of Illinois and are proven to be the most effective instruction model to close the achievement gap.

CHAPTER THREE

Methodology

“Implementation evaluation focuses on finding out if the program has all its parts if the parts are functional, and if the program is operating as it’s supposed to be operating” (Patton, 2008, p. 308). With the start of a two-way immersion dual language program, we must focus on implementation as we evaluate the program goals. The program evaluation goals include identifying the following: any benefits or drawbacks of a dual language program, professional development needs of the teachers, and parent perspectives of their child in the program.

“Criteria for evaluating implementation may have to be developed at the beginning of the evaluation when implementation plans are vague, or benchmarks are absent” (Patton, 2008, p. 313). Even though Lilac school had benchmarks in place to monitor student growth, we were still at the beginning stages of implementation, as this is the first year that we are teaching in two languages. My research questions focus on assessing language acquisition and the assessment of early literacy skills in both languages. “Process evaluation focuses on the internal dynamics and actual operations of a program in an attempt to understand its strengths and weaknesses” (Patton, 2008, p. 324). As I review the district data that focuses on language acquisition and early literacy skills, I can understand which instructional areas of the program may need to be adjusted based on the results. Patton (2008) stated, “...process evaluations usually include perceptions of people close to the program about how things are going” (p. 325). Teachers and parents of the dual language program can inform the district about their perceptions of the program, which is also a goal of the evaluation. Using parent feedback will assist the district in programmatic changes throughout its development.

Participants

Teacher participants. The first group of participants was the four dual language teachers and the four additional bilingual teachers. The four bilingual teachers are teaching self-contained bilingual classes in grades 2-5. These teachers are all females with a Spanish heritage, whose ages range from the late twenties to early forties. Seven of the eight teachers were schooled in the United States, so their teaching strategies are based on English schooling, wherein the one teacher who was taught in Spanish is teaching from a Spanish lens and transitioning students to English.

The eight teachers were part of a focus group with a set of questions in the Fall, to gauge their perceptions of how well they were prepared to teach in a two-way immersion dual program and what types of training they feel they would benefit from thus far. The focus group lasted about 45 minutes, and the questions are in Appendix A. The focus group was audio recorded for accuracy and transcribed. The Otter iPhone Application was used to record the conversations during the focus groups. With this recording, I uploaded the transcription to Transcribe Me, an online service that transcribes the audio verbatim. Using Dedoose, I was able to input the transcriptions to assess the qualitative trends.

The four dual teachers and the additional four bilingual teachers also completed a survey that focused on professional development in improving student learning. The questions are in Appendix B. The survey was administered using a Google Survey, which depicts each question's answers in a graph form for analysis purposes. Over the past two years, the teachers have been involved in preparing the program implementation, but this was the first time I was able to sit down to ask questions and analyze their responses.

Parent participants. The second group of participants was the parents of the currently

enrolled kindergarten and first graders in the dual language program. The parents participated in a focus group in the fall and completed a parent questionnaire, which can be found in Appendix C and D. There were 18 native Spanish-speaking families and 17 native English-speaking families that completed the questionnaire. This questionnaire's results were delineated between English-speaking and Spanish-speaking native families to identify if there were any differences in the responses based on their language. In addition to the questionnaire, 15 parents participated in a focus group discussion, seven were Spanish-native speakers, and eight were English-native speakers, and all participants were mothers of students in the program. The parents had a choice of two times to attend a focus group. These discussions happened at the school district's main office during the school day. One group attended a morning session with 8 participants, and the other group attended an afternoon session on a different day with seven participants. Both sessions lasted 45 minutes. A translator was in attendance to translate from English to Spanish and back to me in English. The focus group was recorded and transcribed with the same applications, as stated previously. The purpose of the questionnaire and the focus group was to gain insight into the program from a parent's perspective. Since this is a new program for the district, it was essential to gather feedback from the parent group, assisting the district in future programmatic changes. The questionnaire provided information about the parent's background, the reasons for choosing a dual language program, and the exposure to the other language besides at school.

In contrast, the focus group focused on their child and their progress in the program. Even though I could glean background information from the parents on the questionnaire, the focus group conversations were much more informative. As the parents began to talk, the

conversations started to flow, which led to more information than could be gathered in a questionnaire.

Data Gathering Techniques

Using a teacher survey and a teacher focus group with specific questions, the four teachers teaching in the dual language program and the additional four teachers currently teaching in the bilingual program at the school shared their struggles and successes. “A process evaluation can provide useful feedback during the developmental phase of a program, as well as later, in providing details for diffusion and dissemination of an effective program” (Patton, 2008, p. 325). The feedback about the program implementation from the teachers’ perspectives was critical to improve and make changes where we deem necessary with the program. Data collection methods used to understand the parents’ perspectives and feelings about the program included a focus group and a parent survey.

Student data collection methods. There are two sets of data collected from student assessments in kindergarten to help answer the research question of the impact of early literacy instruction on dual language learners and the connection between language acquisition skills in both languages and literacy skills in both languages. The first set of data included language acquisition using two assessments, one that measures Spanish language (LAS Links), which measures Spanish language development, and WIDA (World Class Instructional Design and Assessment) which measure English language development.

There are two types of language acquisition: basic interpersonal communication skills and cognitive academic language proficiency. The district administers the LAS Links, which is an assessment that assesses the language proficiency in students grades K-12. This assessment focuses on cognitive academic language proficiency. This assessment was administered to all

kindergarten students one on one by their classroom teacher in Spanish to measure Spanish language acquisition. Specifically, this assessment tested speaking, listening, and oral language in Spanish. Students were assessed in September and in May for a pre- and post-student growth measurement.

The WIDA (World Class Instructional Design and Assessment) Can-Do descriptors are used to monitor students' progress throughout the school year. The dual language teacher uses these descriptors to interpret students' language proficiencies. The dual language classroom teachers report this progress on the students' progress reports to parents. Below is the chart of levels that the teachers use to progress monitor students throughout the school year. These levels are reflected in the areas of listening, speaking, reading, and writing. Teachers use the numbered levels on the students' progress reports for each trimester. As a district, we are looking for an increase in the students' English proficiency level throughout the school year.

WIDA
CONSORTIUM

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Figure 1. Performance definitions for the levels of English language proficiency in Grades K-12.

The second area to assess is students' literacy skills. The district administers AimsWeb in English to assess students' acquisition of letter names, letter sounds, and phoneme segmentation. The AIMSWeb Spanish version, MIDE, also assesses letter sounds and syllable segmentation. These assessments are administered one-on-one two times throughout the year by the classroom teacher with one of the reading specialists' help. The AimsWeb and MIDE assessments are one-minute timed assessments, and the purpose is to test the progress of literacy skills in English and Spanish. AIMSWeb is a nationally normed assessment with percentage levels for student performance. These bands of percentages are as followed:

Level 1- Well below Average- 0-10%tile
Level 2- Below Average- 11-25%tile
Level 3- Average- 26-74%tile
Level 4- Above Average- 75-89%tile
Level 5- Well Above Average- 90%tile and above

The letter names in Spanish were not assessed using AIMS—it was assessed by the individual teacher, as this is not an area taught explicitly in the Spanish language. The letter sounds are taught first, not the letter names.

Parent data collection methods. The parent questionnaire was sent home to all students in the dual language program. The questionnaire was printed in English and Spanish, enclosed in a brown envelope, and sent home in their child's backpack. For confidentiality, the envelopes were numbered and did not identify the names of the families. The parents completed the questionnaire, along with the consent form, and returned it to school for me to collect from the classroom teachers.

Consent and Confidentiality

The data was gathered on-site at Lilac Elementary School. The student assessments are embedded in the curriculum; therefore, we did not need parental permission to gather the student data, as it is used within the district to monitor student growth. Parent communication is key for

any successful program; therefore, all parents were informed of the program evaluation and the research goals through the use of a signed consent form (Appendix G). This consent form was given to the parents with the parent survey and returned once the survey was completed.

As part of the district's processes, the student data are kept confidential, and students' names were removed and identified as a number or letter. The teacher data and the parent data were kept confidential by removing names and other descriptors that would be identifiable to the teacher's position or the family name. All information was stored in a locked office.

Data Analysis Techniques

"There are statistics that help to determine if relationships do exist, and if so, what are the characteristics of those relationships? This is where correlations are useful statistical techniques" (Carroll & Carroll, 2002, p. 117). When English language learners are in conversations with their peers, there can be a false assumption of their actual ability to read, write, and understand English. For this program evaluation, I focused on cognitive academic language proficiency, which takes longer to develop.

The student data collected focused on whether there is a relationship between students' language acquisition and students' early literacy skills. The LAS Links was administered to the kindergarten students in the Fall of 2018 and the Spring of 2019. This data collection focused on language acquisition in Spanish in speaking, listening, and oral language. This data is collected within the LAS Links database for educators to review. For English language acquisition, the district administers the WIDA screener. This information was collected by classroom teachers and recorded on the students' progress report in listening, speaking, reading, and writing. As I analyzed the language acquisition skills, I also reviewed the AIMS Web early literacy skills in English and Spanish. This database houses the Fall 2018 and the Spring of 2019 data for all

students. The literacy skills for English that were assessed are letter names, letter sounds, and phoneme segmentation in a one minute timed assessment. The Spanish early literacy skills that were assessed were letter sounds and syllable segmentation.

The teacher data collected through two focus groups were focused on identifying ways to improve their teaching practices and program support. In addition to the teachers, a parent survey was developed and sent throughout the year since we rely on parents for the home school connection and support. Two focus groups with parents were conducted at the main office of the school district during school hours.

Student data. There were 34 students in the two-way dual kindergarten classrooms: 17 native Spanish and 17 native English speakers, of which 16 were female and 18 were male. The kindergarten class parents had the option to register their child into this program and attend this school, regardless of their home school. This program evaluation focused on the current students and their parents, so it is appropriate to assess the students who are currently enrolled in the program. Pre-registration for this program occurred in February, with an additional registration period open until June for the program that began in September. Once registration was closed, parents were notified of their child being enrolled in the program. Parents, at that time, had the option to decline enrollment and stay in the monolingual class. We did not have any parents that declined enrollment; however, we were hoping to have more native English students enrolled.

The following graph represents the percentage of kindergarten students ($n=34$) in each level of Spanish language acquisition in the Fall 2018 and again in Spring 2019 based on the data from the LAS assessment, which assesses Spanish language acquisition.

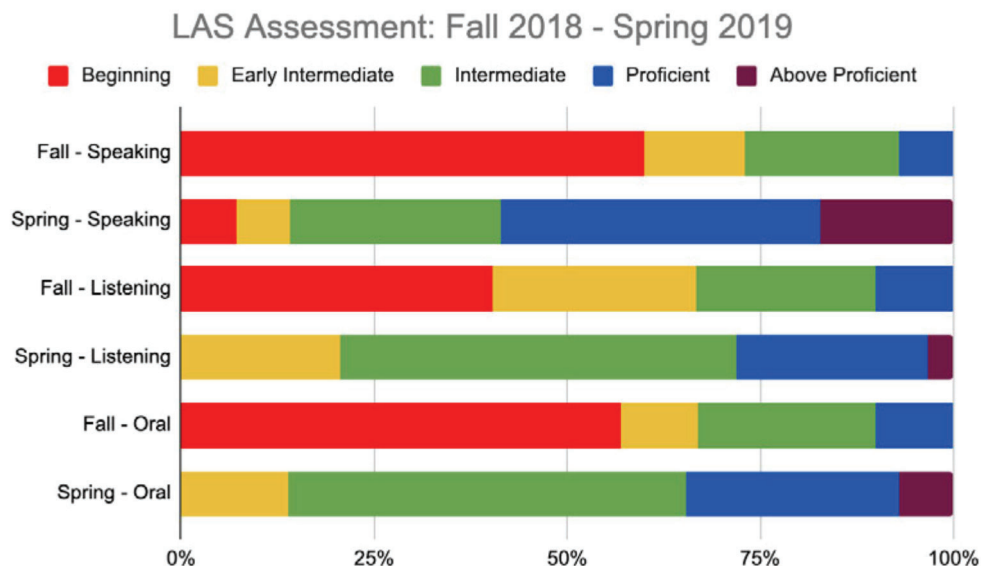


Figure 2. LAS assessment: Fall 2018 - Spring 2019.

With this data, it is expected that all levels would decrease in percentages and increase in percentages simultaneously because as students become more proficient in one of the areas in Spanish, their level will move from the beginning towards proficient. For example, in speaking, 60% of the students were at the beginning level in the Fall of 2018, but in Spring 2019, that level decreased to 7%, while the percentages of intermediate, proficient, and above proficient increased. This decrease in beginners would signify that the students were making progress in speaking Spanish. Overall, students made progress in Spanish speaking, listening, and oral language across all levels. The students were taught in Spanish 90% of the day, so these results are indicative of the Spanish language instruction received.

The WIDA Can-Do Descriptors were administered in September and May in English to measure language acquisition skills in English to the kindergarten students in the dual program (n=34). Teachers across the school year use the WIDA Can-Do Descriptors to monitor English language acquisition progress, as evidenced in the chart below. These levels are reflected in the areas of listening, speaking, reading, and writing. Teachers report the numbered levels on the

students' progress reports each trimester. As a district, we are looking for an increase in the students' English proficiency level throughout the school year.

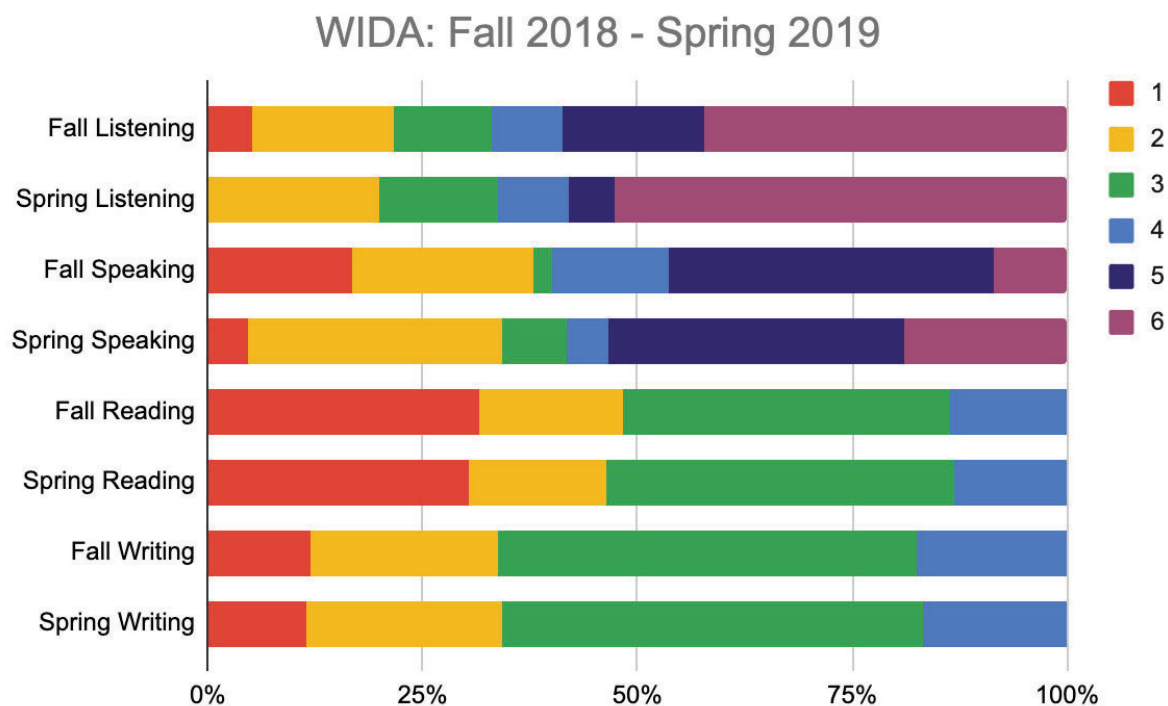


Figure 3. WIDA: Fall 2018 - Spring 2019.

In the graph above, the levels are identified as 1- Entering, 2- Beginning, 3-Developing, 4- Expanding, 5-Bridging, and 6- Reaching. The data above shows that as kindergarteners, students are still developing their skills as readers and writers, while their speaking and listening skills in English continue to develop but become stronger as the year progresses. As kindergarten students progressed from fall to spring, the percentage of students entering and beginning English language proficiency skills decreased as more students entered developing, expanding, bridging, and reaching expectations.

The AIMS Web assessment was used to measure literacy skills in English and Spanish. In English, ($n=29$) students were assessed on letter names, letter sounds, and phoneme segmentation. Students were also assessed in Spanish for letter sounds and syllable

segmentation. The graph below shows the percentages of students in the Winter of 2018 and the Spring of 2019. Kindergarten students are not assessed in these areas in the Fall because it is not an appropriate skill to assess as an incoming Kindergartener. While viewing this data, it is important to note that while assessed on their knowledge of English Letter Names, English Letter Sounds, and English Phoneme Segmentation, students in the dual language Kindergarten classroom are not explicitly taught these skills during the year. This is represented in the data; growth is neither evident nor expected in these areas. Except for English letter names, the students increased their performance in both English letter sounds and phoneme segmentation, as shown in the green bands' increase and a decrease in the red and yellow bands. The same is true for Spanish syllable segmentation. Students are taught Spanish syllable segmentation throughout the academic year, and the data below shows the growth made in this area. AIMSWeb is a nationally normed assessment with percentage levels for student performance. These bands of percentages are as followed:

Level 1 (Red)- Well below Average- 0-10%tile
 Level 2 (Yellow) Below Average- 11-25%tile
 Level 3 (Green)- Average- 26-74%tile
 Level 4 (Blue)- Above Average- 75-89%tile
 Level 5 (Dark Blue) - Well Above Average- 90%tile and above

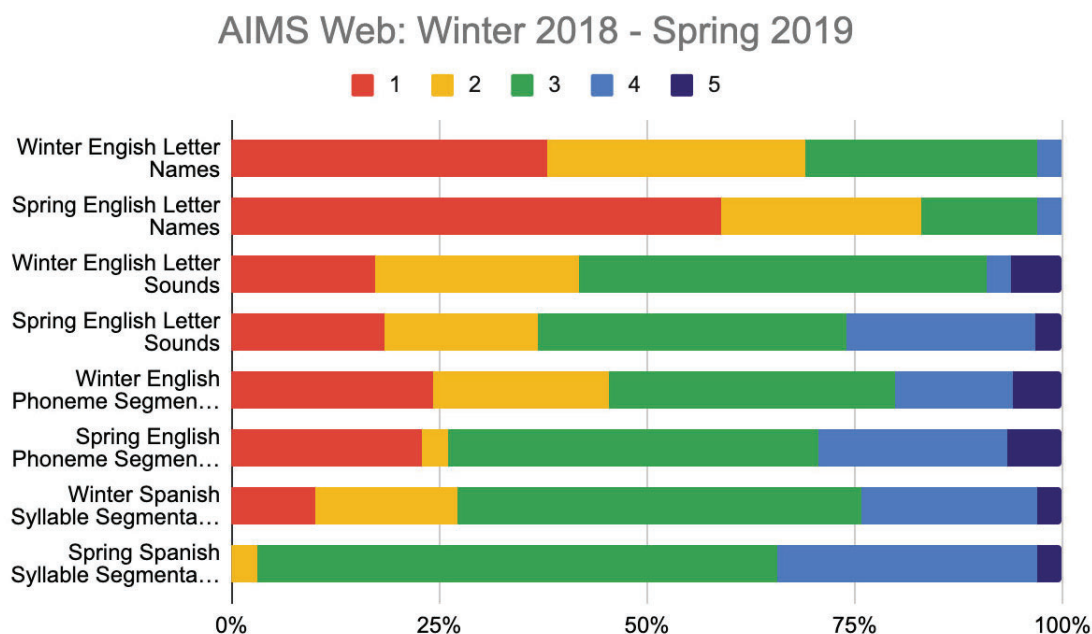


Figure 4. AIMS Web: Winter 2018 - Spring 2019.

Parent data. The parent questionnaire was sent home in the fall to the parents of all kindergarten, and first grade students enrolled in the Dual Language Program to identify parent perspectives and receive feedback about their child in the program. The first grade students are the students who were the first group of dual language students who were enrolled in the program in kindergarten in 2018-19. The questionnaire was also sent via email through Google Forms, so parents could decide how they wanted to respond. This questionnaire's results were delineated between English and Spanish native families to identify if there were any differences in the responses based on their heritage.

When combining the dual language kindergarten (34) and first grade families (31), there were 65 students in the program, in which thirty-six families responded, which identified seventy

parents. Two of the families that responded were single parent households. The questionnaire asked the parents to identify their language background. Thirty-two of the parents were Spanish native speakers, and twenty-nine were English native speakers, which included two African American parents and two Asian parents, and five parents who were Spanish only. Within this group, eighteen families had access to Spanish speaking family members, and nineteen had access to English speaking family members.

The purpose of asking about language background was to identify if the students had access to the other language either through family members, childcare, or friends. Only a few English native students had no access to the Spanish language, whereas all of the Spanish native students had access to English speaking individuals frequently. In addition to this, the education level of the parents was asked, and of the thirty-six families, or seventy parents, the majority of the English native speaking parents (25) had a college degree or higher, in contrast to the Spanish native speaking parents (3), who had a college degree or higher.

By reviewing the questionnaire data collected from the thirty-six families who have children in the kindergarten and first grade dual classrooms, four areas of questions were asked of the parents: (a) Top reasons for enrolling their child in a dual program, (b) School satisfaction, (c) Importance of becoming bilingual, and (d) Participation in bilingual activities. Within these areas, central themes emerged based on their responses.

Within the first theme of why parents enrolled their child in a dual language program, the top three reasons were; being able to communicate with Spanish speaking families and friends: their child having an academic or career advantage: and for their child to have a stronger identity as a bilingual/ multicultural individual. Both English and Spanish families indicated that enrolling their children in the dual language program was primarily in order to communicate

with Spanish-speaking family and friends. These were the top three reasons for both Spanish and English native speakers. What did not matter to the parents was whether the school was a neighborhood school or not, as none of the 36 families identified this a priority. This question was important because it is a district-wide program, where students from all schools are attending the program at one school, which could be quite a distance from their homes. These parents are willing to send their children to a school that may not be a neighborhood school for the benefits the program provides. This parent group supports a more culturally inclusive community for their child over proximity to their homes, whether native Spanish or native English speakers.

The second theme focused on school satisfaction. Both Spanish and English native speaking parents agreed with the area of school satisfaction. They agree that the faculty and staff have promoted students' diversity and understanding of the diversity among the school community. They also agreed that the linguistic and ethnic diversity of the school community is valued and supported. This question, in particular, identifies how parents perceive the culture of the school.

The third theme identified was becoming bilingual. Both Spanish and English native speaking parents identified that becoming bilingual is most vital as it will enable their child to understand and appreciate multiple cultures and meet and converse with more people. Both parent groups also did not strongly agree that becoming bilingual because other people would respect them if they had a second language was necessary.

The last central theme was participating in bilingual activities. The reason for asking this question wanted to gain information about applying the language outside of school. The theme that was consistent for the families is if the survey was completed by a Spanish native speaking

parent, the frequency of Spanish activities was much higher than the English native speaking parents. The English native speaking parents rarely watched Spanish television programs, attended cultural events, or listened to Spanish radio programs. This information is crucial because we want to immerse our students in both cultures and since the dominant culture of the United States is English, our Spanish families get much more English exposure than our English families have of Spanish. Our English families have to seek out to participate in these events in which they may be the only non-Spanish speaker in attendance.

Another parent data collection method was using a parent focus group. Within the 36 families that returned the survey, an additional 15 parents were divided into two groups and participated in a focus group, one in the Fall 2019 and the other in Winter 2020. All parents were contacted, initially agreeing to be part of the study and signing consent. From those responses, and after the questionnaire was returned, these 15 parents responded to participate in the focus group. The focus groups were held at the beginning and end of the research to determine if their views had changed during the year. The same questions were asked. A translator was also present in both groups at both sessions as some of our parents are Spanish speaking only. Of the 15 parents that participated in a focus group discussion, seven were Spanish-native speakers, and eight were English-native speakers, and all participants were mothers of students in the program. The parents had a choice of two times to attend a focus group. These discussions happened at the school district's main office during the school day. One group attended a morning session with eight participants, and the other group attended an afternoon session on a different day with seven participants. Both sessions lasted 45 minutes. The focus group questions' purpose was to get feedback from the parents and gain their perspective on the program.

The three themes identified throughout the focus group discussions were: student/family successes, student/family challenges, and suggestions/participation for new families. As parents were speaking in the group, the successes of the program outweighed the challenges. The parents specifically discussed how scared their children were at the beginning of the school year because of being new to the school and in a classroom that spoke a primarily different language. This fear was more evident for the English native speaking students since most of the day was taught in Spanish. However, they expressed how happy they are now that school has been in session for a few months. What the district did not keep in mind is that kindergarten students typically can be scared at the beginning of the school year and being placed in a class where they may or may not understand all of the language is an added stress for children their parents.

Another success that came out from the group is the growth in their children's math skills, as they can count in both languages and sing in both languages. The parents discussed how counting was easier since their child had a foundation of counting in English, so transferring this to Spanish was successful. The same held for singing nursery rhymes in Spanish as most of the students knew the rhymes in English from preschool. The parents identified their satisfaction with the dual language program as one parent stated, "My daughter is very proud to be speaking a little bit of Spanish." The students' successes were also identified as one parent stated, "She is already speaking and singing in Spanish and has been able to begin reading and writing in Spanish." "My daughter is speaking proper Spanish and is learning how to read in Spanish, along with English. She feels comfortable being able to speak her native Spanish to her friends and helping them too."

Some of the challenges identified did not relate to the Spanish or English language, rather it pertained to the students being able to socialize outside of school, and all of the students were

transitioning to their first year in school. The program encompasses students who live in the areas surrounding six elementary schools; therefore, the friends in their class may live across town. Parents have had a more challenging time connecting with other families because of the location. The parents suggested further connections by creating more after work events, specifically for the dual classroom students, to begin forming their own community of learners outside of the school. One parent suggested that she begin a social media group for the parents to meet around town outside of the school day and on the weekends. One change from the first discussion in the fall to the last one in the winter was increased social interactions between the students. Since kindergarten is new for everyone, and we are mixing families from different schools, there seemed to be more interaction with the families as the school year progressed. One parent stated how the families met up for a PTA fundraiser at a restaurant. Another parent stated, “My son loves his kindergarten class as he has a strong connection with his teacher and has made friends with both English and Spanish learners.”

Another challenge that seemed to be apparent at both the first and second focus group was the mix up of the alphabet. Since the instruction is in Spanish, there is no focus on letter names. Instead, the focus is on letter sounds, which is the opposite of teaching it in English. In teaching the English language, teachers focus on teaching the letter names before teaching the letters' sounds. In contrast to the Spanish language, in which the letter sounds are taught before the letter names. Parents were confused and concerned as to why their children did not know all of their letters. As a district, we learned how important this is to communicate with parents, as there seemed to be a misunderstanding of how these skills are introduced and taught.

Lastly, the parents articulated suggestions for the program and how to increase family participation. In both groups, the parents suggested dual language family events at the school,

separate from the school's other events. They also suggested more communication between the school and the parent group. They felt that the school should lead the communication and foster family participation in an exclusive way. In the fall, most parents in the groups stated they had not made any other connections with families in their child's class, but by the winter, some had made connections where they met at a park, the bowling alley, or at a restaurant.

Overall, the parents valued the program, articulated their excitement for their child, and were proud that their child would be bilingual. Both native Spanish and native English speaking parents agreed that no language was lost and that this program represents the level of dedication the teachers have to their profession and ensuring all students can learn.

Teacher data.

Teacher survey. The following graphs display information regarding the teachers' questions based on teachers' responses. The survey focused on professional development related to bridging to biliteracy, content areas, and the language in which instruction is taught. In the two graphs below, teachers were asked which content area, Language Arts and Math, they felt the most prepared to teach in which language: English, Spanish, or both.

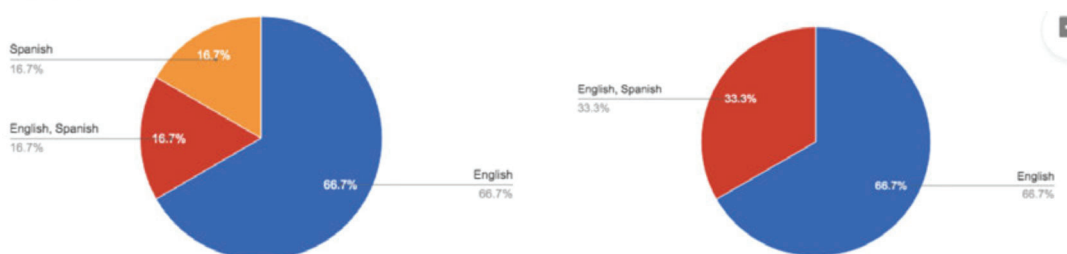


Figure 5. Teachers' preferences in terms of teaching language arts and mathematics and in which language they were prepared to teach.

This information identifies that approximately 75% of the teachers stated that they were more prepared to teach in English in both subjects than in teaching them in Spanish. In a dual

language program, the content is taught in Spanish for 80% of the day; therefore, this information allows me to understand their need for more professional development to support student learning.

In asking teachers what they needed for additional support to improve student learning, such as curricular resources, staff supports, or assessments, 100% of the teachers felt that they needed more support with assessments and curricular support. The graph shows that assessments appeared in each part of the graph, which identified that all of the teachers chose this as their choice along with another area. Next is the curricular support, which identifies that the teachers want more instructional support, which directly ties in with the assessment support.

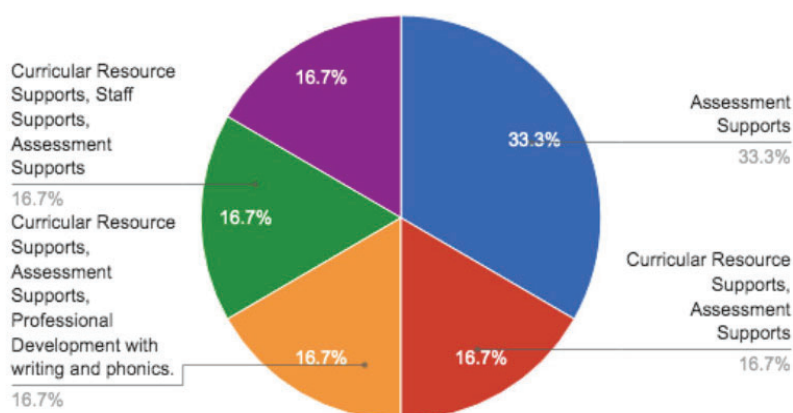


Figure 6. Curricular support required by teachers.

The assessments used in the program are based on the English language, and if teachers measure students in their Spanish knowledge, additional assessments are needed to identify student achievement.

About asking the teachers the types of additional professional development that can be provided to support teaching the bridge to biliteracy, the teachers were split across the three areas of specific bridging instruction, support with translanguaging, and observing the bridge taught in other classrooms. However, approximately 75% of the teachers noted observing the bridge

taught in other classrooms being the specific type of professional development they want to help support the bridging to biliteracy. The teachers want to see the teaching craft of bridging the two languages, English, and Spanish, an area on which Karen Beeman's professional development focused. They have had two years of professional development before starting the dual language program, but this type of professional development happened before students were in their classroom. Since they have students in front of them and they are teaching in both languages, the teachers could now identify what they needed to support the learners in the dual language program.

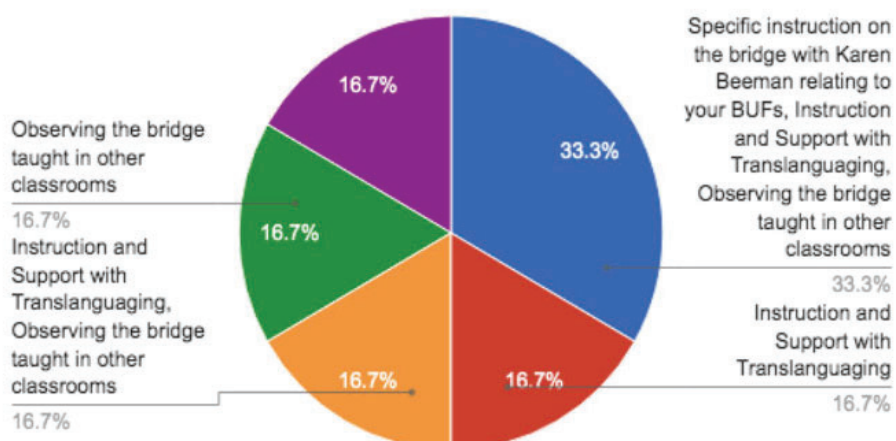


Figure 7. Support required by teachers teaching in both languages.

Teacher Focus Groups. In a focus group with all eight teachers who teach in the dual language program and the bilingual program, a set of questions for discussion were posed in the Fall 2018. From the teachers' responses, I was able to generalize themes that focused on professional development. The first theme focused on teaching certification. Since the current teaching certification programs focus on general education teaching practices for monolingual students, dual language teachers are not afforded specific teaching strategies until a master's program or an endorsement certification. This theme developed from the question about professional development received in the past two years and did it prepare the teachers to teach

in a dual language program. Teachers coming into the workforce wanting to teach dual language need additional training that is more specific for the types of learners they will be teaching. The teachers identified the teaching of the bridging was important for the dual language program to be successful. “We are no way near experts at teaching bridging, and we still need a lot of help.” Teaching other subjects such as science, social studies, and writing is challenging due to the lack of training they have received either in college or through the district.

The second theme identified was learning specific teaching strategies that native Spanish speaking teachers would not know about unless they self-explored the topic. This information was gleaned from one of the questions that asked the teachers which language they were most prepared to teach and in which subject area. Seven of the eight teachers were schooled in the US, so their teaching strategies are based on English schooling, wherein the one teacher who was taught in Spanish is teaching from a Spanish lens and transitioning students to English. “I felt most prepared to teach in English, as my college career was in English.” Thus, there is a need to observe experienced dual language teachers and create a cohort of teachers in Illinois to share ideas and collaborate on creating lessons for bridging. One teacher stated, “I think that’s important in our profession just to learn from each other but even more so in dual, because of the fact that it’s so brand new and we are really trying to hone in on our own foundation as teachers. I think it’s imperative.” Another teacher said, “You don’t realize how good your teaching is until you see other people doing it too. That is how I see the value of constantly having the experience of visiting and seeing how other people teach.”

The third theme that evolved is the need to discuss the training on the teaching of the Spanish language. Two of the seven teachers are enrolled in the local junior college and take classes to learn about teaching native Spanish speakers. “This should be part of a certification

program for teaching, not something the teachers have to do on their own”, as one teacher stated. As districts receive more and more non-native English speakers, the expectation is to close the achievement gap and have all college and career-ready students. The education system must prepare our teachers to teach students in different ways. As young adults are entering college, there should be program options for teachers who want to use their native language and teach others how to learn a new language while preserving and expanding their native language. “Many resources were purchased for the dual program, and the materials were received in Spanish, but there was an assumption that the teachers knew what to do with the literature,” as stated by one teacher. “We are thankful for the district’s commitment to the program, but Spanish is not a translation into English. It is another culture and communication style that is not easily transitioned.” Therefore, teachers need to be immersed in teaching Spanish and accustomed to cultural differences to give the students an equitable education.

Finally, the last theme that came out of the focus group discussions, which was based off of a question about being part of a coaching model, is a need to better understand the teaching pedagogy in a dual language program. “We have been doing everything through the eyes of Karen Beeman’s model, but this is new to everyone, so what else is out there?” “I feel like we are only limited to teaching this way, but there has to be other ways to teach in other states.” The teachers reported that there is conflicting information from different consultants that have been used in the district on ways to teach dual language learners. Even after the professional development teachers received from one of the consultants related to bridging that they appreciated, the teachers still stated that they felt limited in teaching in dual language programs and would like to continue learning about other teaching models in dual language programs. The teachers articulated that the professional development they have received over the past few years

seems to be one-sided, meaning it only focuses on the training they received from Karen Beeman, and the teachers want more ideas as well as wanting more of a choice of how to teach, rather than just one way through bridging.

As a result of my data collection for this program evaluation, I have some answers to my research question: “What is the impact of implementing a two-way dual program on teaching and learning?” Within this question and through the data, I researched how language acquisition is assessed and how students' early literacy skills are being obtained in both languages. By using student data from the LAS Links assessment, WIDA Can-Do Descriptors, and the AimsWeb assessment, I was searching for a connection between the acquisition of language and the acquisition of literacy skills in students who are participating in a two-way immersion dual language program. I found the three student assessments' outcomes identified what is being taught in the classroom and how students are achieving. The students, native and non-native Spanish speakers are acquiring the Spanish language successfully, as this is the dominant language of instruction.

The results from the teacher survey and focus groups, the parent focus groups and survey results, along with the student assessment data led me to the following conclusions:

Students are acquiring a second language, as this is the dominant language of instruction, while holding on to their native language. Teachers want more professional development to support the bridging of the languages and the parents are wanting their child more involved, as they are satisfied with the dual program, thus far. There is a positive direct impact on teaching and learning when a dual language program is implemented. Supporting students in their native language while bridging to a new language develops a bilingual student reading, writing, and speaking. Dual language programs impact teachers in that much more professional development

is needed in assessing and bridging the two languages. Some assessments assess the language skills independent of each other, but there is a need to assess these skills simultaneously. Dual language programs impact teaching early literacy skills, whether in English or Spanish, and assessing these skills through the lens of the individual language.

The dual language classroom consisted of native Spanish speakers and native English speakers from across the school district. We are preparing our students for a global economy and international communications. We are crossing cultural, social class, and language boundaries, which will enhance our overall understanding of one another, and basing our program implementation on the philosophy of additive bilingualism, both groups of students will acquire another language. We are committed to improving our programming and learning how we can make changes to enhance all students' learning.

CHAPTER FOUR

Examining the 4C's (As-Is)

Arenas of Change

“At its most basic level, teaching for biliteracy refers to literacy instruction in two languages. Effective biliteracy instruction plans for and enables students to use reading, writing, listening, and speaking for a wide range of purposes in two languages, during every school day” (Beeman & Urow, 2013, p. 6). As the district transitioned from an early exit program to a one-way dual program, the teachers and the district’s EL/Bilingual Coordinator began attending professional development workshops with Karen Beeman, who is the co-author of *Teaching for Biliteracy*, one of the leading professional development resources utilized by school districts nationwide. Due to her expertise in this field, we contracted her to coach our teachers in teaching for biliteracy. With her guidance, we embarked on researching a two-way immersion dual language program while building our one-way immersion dual language program.

One of the first steps in the dual language program planning was to form a committee. “Different stakeholders will often hold different views of what implementation should include” (Patton, 2008, p. 313). The committee members included the Board of Education, parents in the bilingual and monolingual programs, teachers from both programs, Curriculum Coordinators, Director of Special Services, Principal of the school, and the Assistant Superintendent for Teaching and Learning. The committee's goal was to understand dual language programming and how it could potentially strengthen our program. Using the research from Collier and Thomas (2017), we discussed the identified current trends and research in bilingual education and the academic trajectory of students in a dual compared to those in other programs. Out of the planning committee, we developed a professional development plan for the program

coordinator, principal, assistant superintendent, and current bilingual teachers. We attended professional development with Karen Beeman and her team on multiple occasions over two school years.

Additionally, Karen Beeman worked directly with our teachers on building curriculum maps and the Biliteracy Unit Frameworks (BUFs). “That framework has three parts:(1) learning new concepts and literacy skills in one language, (2) the Bridge where both languages are side by side, and (3) extension activities in the other language” (Beeman & Urow, 2013, p.14).

Biliteracy curriculum development designs content and language instruction that is directly linked to the standards. Teachers create a curriculum map by placing Science and Social Studies standards throughout the year and grouping them to form theme-based units. The Language Arts standards are embedded in this framework to create study units that integrate the standards across all content areas. The biliteracy curriculum development process ensures that lessons will be designed for all students to receive language instruction, content instruction, and literacy instruction daily.

Another goal of the committee was to research current dual programs in the Chicagoland area and New Mexico. The Highland Hills school district provided the funding for the EL/Bilingual Coordinator and me to attend the La Cosecha Dual Language Conference in Santa Fe, New Mexico. At this time, the teachers did not attend this conference due to travel and lodging costs. The Dual Language Education of New Mexico is a state organization that focuses on teaching bilingual children. They are a not-for-profit organization, which was founded by the New Mexico Department of Education. The purpose of visiting these other programs was to observe the program models. “Teaching for biliteracy is a flexible framework that can be used in a variety of language acquisition program models” (Beeman & Urow, 2013). The models

represent the Spanish and English language allocation distribution for year one and beyond. Such models are 90/10, 80/20, and 50/50 in a dual program. For example, in a 90/10 model, students receive instruction in Spanish 90% of the day and 10% of the day in English in year one. In researching the other schools, the model that made the most sense for us was the 80/20 model. This was due in part to the fact that our current one-way program followed the 80/20 model. From a pedagogical perspective, we learned there was no difference in the success of the native English speaking students in either program, but there was a slight advantage to native Spanish speaking students who participated in an 80/20 program. (Beeman & Urow, 2013).

Generally, a model that provides 80% of instruction in the minority or target language (Spanish) will occur within the first year of instruction with 20% in English. As the minority/target language of instruction decreases, the second language increases. By 3rd grade, 50% of instruction occurs in English, and 50% of Spanish instruction. The goal would be to maintain an even distribution of English speaking students with a comparable number of Spanish speaking students, a 50/50 ratio. The optimum class size would be 22 with 11 English speaking students and 11 Spanish speaking students. Class sizes could be slightly larger in the early years to ensure an adequate population of students over time. Enrollment would be open to all students. LEP enrollment is available to any student who qualifies and is a *native Spanish* speaker. All non-LEP students may apply on a lottery basis for enrollment. Transportation for open enrolled students will be provided. Native English speaking students could not enroll after the beginning of trimester three in Kindergarten as it would present too steep of a learning curve for the new enrollee. Transfer students from another dual language program would be admitted on a case-by-case basis depending on the program they had previously attended and their level of

language proficiency. Both English and Spanish language proficiency screening would occur prior to admittance. Table 2 is a sample of a general language allocation.

Table 2

Sample of a General Language Allocation

Grade	Language Allocation	Content Taught in Spanish	Content Taught in English
K	80/20	Spanish Language Arts Social Studies Science Math	English Language Arts
1	70/30	Spanish Language Arts Social Studies Science Math	English Language Arts
2	60/40	Spanish Language Arts Science Social Studies	English Language Arts Math
3	50/50	Spanish Language Arts Social Studies	English Language Arts Math Science
4	50/50	Spanish Language Arts Social Studies	English Language Arts Math Science
5	50/50	Spanish Language Arts Social Studies	English Language Arts Math Science

Lilac School has the highest number of Spanish speakers in the district; therefore, the dual program was located at Lilac. Being a district-wide program, we needed to begin marketing the program to the community for incoming Kindergarten families. After we received Board approval, we presented the program to all D4 schools with staff. Communicating the program to all of our teachers helped them to understand and promote the program district-wide. Brochures and flyers were created and disseminated around the community, including churches, pre-

schools, libraries, and real estate offices. We held parent informational nights in September, December, and January, along with building tours and classroom visits in January and February, prior to kindergarten registration. We offered a pre-registration date for our families who participated in the parent nights and building tours.

Implementing change needs to be planned deliberately with the appropriate stakeholders involved at the table, as the approach to changing has many challenges. Heifetz, Grashow, & Linsky (2009) suggested that system needs must be recognized; it is essential to understand the current “as is” (Appendix C) of the four areas of change (context, conditions, culture, and competencies), as explained by Wagner and Keegan (2006). Context refers to the educational factors outside of the school system that may affect what happens within the organization. Within each school, knowing more about the lives of our students improves the efforts to increase learning. What happens outside of the school can profoundly affect what happens in the school day to day. Even though these may be beyond the control of the educator, it still impacts our work. Conditions refer to the structural or economic factors that may support or railroad change, according to Wagner and Keegan (2006). Conditional factors encompass leadership structures, financial situations, or organizational structures. These represent “the visual arrangements and allocations of time, space, and money” (Wagner et al., 2006, p. 102). Unlike conditions that describe the “what” in an organization, the culture of a system is not easily visible, but the belief system shapes the quality of relationships. Culture is an actual reality and a mindset of what is truly occurring, in contrast to conditions that identify what should be happening. The culture also embodies assumptions and expectations that can help or hinder a school moving forward in the right direction. The last ‘c’ in the arenas of change is competencies, which also impact change within the school or organization. The skillset needed

to be an influential part of the organization is how competencies are defined. The competencies include the specific skills and knowledge needed to perform tasks and the social-emotional mentalities that impact leadership and communication styles and how members interact with one another (Wagner & Keegan, 2006). Professional development, a manner of developing competencies, is at the heart of the school transformation change factor. Altogether, these 4 “Cs” are a prerequisite for school transformation and implementing change at any level.

Context

Highland Hills Elementary School District 4 has been through some administrative changes over the past few years since its long-lasting Superintendent retired after 10 years. A new Superintendent was appointed after an interim Superintendent was in place for one year. With the new Superintendent in place, many changes occurred. One change in specific was the focus of implementing a dual language program beginning with kindergarten students. Wagner and Keegan (2006) identified the importance of knowing more about the students’ lives outside of the school in which we will have to prepare. Knowing things such as whom they live with can identify the home environment. At Lilac Elementary, we have some students in foster care, single parent homes, extended family homes, and some of our students are homeless. The administration had to research the needs of the district, specifically, where there was a high concentration of Spanish speaking students. Lilac Elementary school is located in the center of the community. The student population includes 60% free and reduced lunch and 25% native Spanish speakers. Lilac is also the home of the district-wide bilingual program, so identifying this school for the beginnings of a dual program does not change the location for the current families in the bilingual program. In addition, Lilac was in the midst of a principal change, from a non-Spanish speaking male to a native Spanish speaking female within the new

Superintendent's first year. This change reflects the district's goal of supporting and communicating with our families. As we transitioned into a new program, it was vital that the families feel a sense of comfort with their native language and be able to communicate not only with the classroom teacher but also with the principal.

Culture

The current culture of Lilac Elementary can be described as transitioning. It is transitioning from a school with minimal EL students to one in which the population is growing year after year over the past five years. The current bilingual program has had many changes in the staff. Due to the lack of experienced bilingual teachers in the teaching force, the program has been viewed as unsuccessful, as students continue not to meet the academic markers, but they are making gains, just not at the same pace. There was a lack of understanding of what a dual language program can bring to the community and the staff, as little to no professional development had been provided over the past five years. The monolingual parents voiced their resistance to the program at PTA meetings and on social media. Some parents felt that the school will become a school just for Spanish speakers. Some also had a bias that students should be learning English and not Spanish. There was a false sense that teachers would lose their jobs as they viewed the program as taking over a school instead of being an addition to the school. Finally, the bilingual staff had feelings of inferiority within the monolingual staff as the bilingual teachers are consistently not included in building strategic plans. It is assumed the bilingual students should either not participate or are unable to participate due to the language barrier.

Conditions

Conditions are defined by tangible arrangements of time, space, and resources. There is currently a one-way dual program at Lilac Elementary school, which includes one class per

grade level, K-5, with all Spanish speakers in the class being taught in Spanish and bridging to English. In the past, these students were part of an EL program that exited students based on their ACCESS scores. Over the past five years, the district committed to support the native Spanish speakers by hiring one teacher per grade level for a self-contained Spanish classroom. With the discussion of bringing a district-wide dual language program to Lilac school, the current staff was upset about who will be displaced. Teachers and staff voiced their opinions at two staff meetings about the inequalities the program will bring, such as students will be forced into a Spanish speaking class or that all interventions and support would be allocated to the dual language program. What the staff did not realize was that their cultural biases started to come into play. The misunderstanding that starting a program beginning in kindergarten would eliminate a monolingual teacher's class and replace it with a dual language class. Also, there was a sense of insecurity among the teachers related to who would be moved to varying grade levels or who would not be renewed, as the need to hire Spanish-speaking teachers would become a priority.

Competencies

The bilingual staff, already feeling inferior to the monolingual staff, addressed their concerns about not having equitable professional learning community (PLC) time, as such the monolingual teachers. They felt this was due to the staff's actions – by not including them in planning or speaking about the bilingual students as “those kids,” as if they are less than the monolingual students. When creating a schedule across the school, the grade levels meet as a PLC, but the bilingual teachers do not get an opportunity to meet as a language group for their population of students across grade levels. In other words, there is no time for the Kindergarten dual language teachers to meet with the first grade bilingual teachers. If there is time on School

Improvement Days or Institute Days, they are allowed time for grade-level vertical conversations. Another issue is that the monolingual staff within Lilac school and across the district have minimal knowledge about the effects of language learners in a dual language program and effective programming for bilingual students. There are many assumptions about what it is, but they do not have a wealth of knowledge about the positive effects on student learning. They are more concerned with their teaching status changing. Finally, professional development plans need to include all staff on the program goals and why the program has changed. There has been more emphasis on the bilingual teachers understanding this, but not the rest of the staff. There are only endorsement programs for English learners in the State of Illinois, not a teaching certification program for dual language. Most of the current professional development is happening throughout the school year, with outside consultants or a train the trainer model from within the district. The teachers who are teaching in the program are bilingual certified, which means they passed a Spanish language test in reading and writing. None of their formal training has been centered on biliteracy and bridging the languages.

CHAPTER FIVE

A Vision of Success (To Be)

The change model I intended for Highland Hills School District 4 requires a shift in the mindset from the community-at-large and the teachers in the district. The program evaluation is focused on the addition of a Two-Way Dual Language Immersion Program to the school district. The intention is to lead the community and the district teachers to embrace the cultural shifts by including non-native Spanish speakers in an existing bilingual program. The dual language approach represents the addition of a language, not the subtraction of a language. Students who emerge into our culturally diverse society only speaking one language, with a monolingual mindset are at a disadvantage. Cultural proficiency is a mindset, a model for shifting the culture of a school, and how an organization makes assumptions that arise from diverse environments. The community's shift needs to change from viewing the differences in culture as a problem to understanding and learning from other cultures. Lindsey, Robbins, and Terrell (2009) identified four tools for developing cultural competence: barriers, guiding principles, continuum, and essential elements. Using these tools, the school and district will be enabled to respond effectively to people who differ from one another. *Barriers* are the tools that assist in overcoming resistance to change. "Creating conditions for effective personal and organizational change begins with an informed view of the landscape" (Lindsey et al., 2009, p. 5). Informing the stakeholders in the community and breaking down the language barriers will be the first step. The *Guiding Principles* are the foundation of this approach and the response to the barriers. "The family, as defined by each culture, is the primary system of support in the education of children" (Lindsey et al., 2009, p. 6). For a dual language program to be successful, the families of the non-native and the native Spanish speakers must come together as one and understand the

cultures within the program. The *Continuum* identifies a range of understanding of cultural proficiency. On one end of the continuum, there are unhealthy behaviors and practices such as denial of cultural biases, unfair treatment of others, and stereotypical mindset. The opposite end, which is the optimal place to be, represents a healthy understanding and successful organizational practices and policies. Finally, the *Essential Elements* identifies the standards of practice of a culturally proficient organization. Educators who can create a culturally proficient learning community will enable students to thrive in the global community.

Context

Highland Hills School District 4 has had a new Superintendent in place for the past two years. With a new Superintendent comes a new administrative team, along with new goals for the district. The district-wide dual language program was launched in Fall 2018, with its first kindergarten cohort of learners. The Principal of Lilac Elementary is in her third year and is a native Spanish speaker. Her transition into the leadership role was not embraced by the parental community, as it was a change from the norm. People had misperceptions of her role at Lilac school since this school was identified as the home of the Dual Language program. Her role as the principal is no different from any other role of a principal, but she has the added skill of being able to communicate with all of the parents in the school, not just the non-native Spanish speakers. Since most native Spanish speakers in the district live within the boundaries of Lilac school, this is why it was identified as the home school for the program. The school has 60% students who receive free and reduced lunch; even with the addition of students from other schools, the number remained constant. This percentage of students is used to identify the at-risk population of the building as a whole, and additional federal funding is available to all students within that school.

The district will develop a strategic plan in the future where all schools in the district will create school improvement goals aligned with the plan. With this plan, the dual language program will be one of the goals in which all schools would have a stake in the program's success. Since this is a district-wide program, all schools should advocate for participants and continually be transparent with the process. Furthermore, the district will commit to providing additional professional development to teachers within the school, teaching monolingual students only, enabling them to articulate and understand the pedagogy involved in dual language programming. Being able to shift the mindset of all of the teachers within the building will support the success of the program.

Culture

As teachers were informed through multiple staff meetings and community informational meetings about the dual language program, a system of shared ownership for the success of the program began to formulate. Teachers began to understand the research behind the reason. One of the most potent slides in a presentation at one of those meetings identified the learning trajectories of dual language students compared to EL resource programs and monolingual programs, as researched by Collier and Thomas (2017). This slide depicted the growth of dual language learners outperforming their peers in monolingual programs. Within the presentation, identifying the goals was reviewed multiple times for the staff to have a firm understanding of these. The climate of collaboration within the monolingual and bilingual staff increased as a concerted effort was made to include all staff in planning meetings. Earlier, only the bilingual teachers were involved in the planning, but as the year continued, the K-5 staff was included in all of the planning and the social worker, psychologist, interventionists, and instructional assistants. Once the staff had an increased opportunity for collaboration, a trust culture between

the staff began to form. They trusted that the philosophy behind the plan is what is best for kids and the community; this is and remains a work in progress as the program develops. However, a trickledown effect began to evolve and spread out to the community in parent communication, which has been positive in promoting the program. Knowing there needed to be more community involvement, we have created a community outreach program to increase involvement.

In reviewing the survey data collected from the kindergarten and first grade parent group, 36 families of the 65 families responded. Of those 36 families, the top three reasons they provided for enrolling their child in a dual language program are (a) being able to communicate with Spanish speaking family and friends, (b) their child having an academic or career advantage and (c) for their child to have a stronger identity as a bilingual/multicultural individual. The information gathered identifies that the current parent group supports a more culturally inclusive community for their child, whether native Spanish or native English speakers. They also agree that the faculty and staff have promoted students' diversity and understanding of the diversity among the school community. This information can help us to promote the program more, use our parent group as a voice of positivity throughout the community, and have our monolingual teachers embrace the changes. In the future, the dual language parent group can be utilized as an advisory group starts developing community events, not just for the dual families, but to expand it even further within Lilac school and then across the district. Since our students are from multiple schools, it is important to use the other school communities to host events, as those areas are where they live and possibly have the majority of their friends.

Conditions

As teachers participated in staff informational meetings, their understanding of the dual program added to the school helped decrease their anxiety of losing their positions or being relocated. Staff became more accepting of the program as they understood that the dual class was not taking the place of a monolingual class but being added to the grade level. Adding a kindergarten class, Lilac School would have two dual classrooms and three monolingual classrooms. The dual program is a district-wide program; therefore, we accept students from other schools to be placed in the classroom, not just displacing students from Lilac School. Parents at any school have to apply to be in the program; in other words, they are volunteering to be placed in a dual class. It is not mandatory unless you are a native Spanish speaker.

An adult language learning lab was established for the current parent group within the dual classroom to be more inclusive of the differing cultures. The district offered a free registration period for any parents who were interested in learning from each other. Parents are instructed in two different settings in English and Spanish with the goal for the parents to be able to communicate with each other and form relationships, just as their children have formed throughout the school year. In essence, these are Spanish classes for English speaking parents and English classes for Spanish speaking parents. Through dialogue, role-playing, and repetition, parents engage in language experiences to increase communication between them. Thus far, the parents have articulated that it was uncomfortable at first, but once they connected the parent to their child in the class, it became easier. The parents were trying to communicate with each other to set up social events with the children outside of the school day.

In addition to the learning labs, translation devices have been purchased for the school. These devices are headsets in which a non-English parent wears a headset, as a translator is

speaking in another device that only those with a headset can hear. If a program is presented in English, the translator can interpret the information in Spanish so that our Spanish parents can understand. As a district, we began to use these devices in a few of our schools where Spanish translation is necessary for parental understanding. We have seen an increase in parent participation within our Spanish families and an appreciation from the monolingual staff. This type of change welcomes our parents to after school events as they know they will be supported linguistically.

Competencies

With any new program, the teachers are at the center of the learning. Extensive training has been offered to the bilingual staff in the area of bridging languages, biliteracy unit frameworks (BUFs), Spanish language standards, and language proficiency with the WIDA (World-Class Instructional Design and Assessment) Consortium “I Can Do Descriptors.” The bilingual staff is committed to learning more about teaching in a dual setting, as their certification is not specific to dual. Their commitment is evident in taking classes at the community college after school hours. Currently, there are no dual language certification programs in the State of Illinois, but the teachers have taken the opportunity to take college courses at the community college on teaching native Spanish speakers. Contractually, all teachers are reimbursed up to \$1200 a year for classes to advance their degree and have an opportunity to advance on the salary scale with the addition of credit hours to their current degree level.

The district is committed to providing PLC time for the teachers; therefore, teachers are offered time after their contracted hours to meet and plan with one another. The teachers are compensated by utilizing federal grant money. Since PLC time has been limited because of the

scheduling of art, music, and PE throughout the day, using the grant money helps provide more time for collaboration as a team outside of the regular school day. Lastly, professional development has started for the monolingual staff, and the community focused on how language is acquired and processed in a dual classroom. The district is in the planning stages of offering these types of classes within the district for credit toward teacher certification renewal.

Both the teacher survey and the teacher focus group data focused on teacher professional development. The following themes evolved. As a group, the teachers identified areas of need when asked what professional development that they felt was needed for the dual language program to be successful. The teachers identified specific teaching strategies for native Spanish speakers that they would not know unless they self-explored the issue. Six of the seven teachers were schooled in the United States, so their teaching strategies are based on English schooling, wherein the one teacher who was taught in Spanish is teaching from a Spanish lens and transitioning students to English. Thus, there is a continued need to observe experienced dual language teachers and create a cohort of teachers in Illinois to share ideas and collaborate on creating lessons for bridging. Such training has not been established, but the Highland Hills school district teachers have contacted other teachers in the county to begin an articulation group based on grade level bands, such as primary, intermediate, and middle school.

Another area of need to further discuss is the training on a standard dialect of the Spanish language. Two of the seven teachers are currently enrolled in the local junior college and are taking classes related to teaching native Spanish speakers. This training should be part of a certification program for teaching, not something the teachers have to do independently. As districts receive more and more non-native English speakers and the expectation is to close the achievement gap and have all students' college and career ready, the education system must

prepare our teachers to teach students in different ways. As young adults are entering college, there should be program options for teachers who want to use their native language and teach others how to learn a new language while preserving and expanding their native language. Many resources were purchased for the dual program, and the materials were received in Spanish, but there was an assumption that the teachers knew what to do with the literature. Spanish is not a direct translation into English; it is another culture and communication style that is not easily transitioned. Therefore, teachers need to be immersed in teaching Spanish and accustomed to cultural differences to give students an equitable education.

Finally, the last area of need is that the teachers need a better understanding of the pedagogy of teaching in a dual language program related to what is expected, as there seems to have been conflicting information from the various consultants. Even after the professional development from one of the consultants, Karen Beeman, related to bridging that they appreciated, the teachers still feel limited on how to teach in dual language programs and would like to continue learning about other models of teaching students in dual language programs

CHAPTER SIX

Strategies and Actions for Change

As this study developed from a program evaluation to a change model, Highland Hills School District 4 has entered into an adaptive change process concerning creating a two-way dual language immersion program that will increase student language acquisition in English and Spanish, as well as increase cultural competency and professional development for teachers. The framework for change described by Heifetz et al. (2009) has provided a structure for monitoring the process of change as it occurred. The program evaluation provided the opportunity to diagnose the system by examining the challenges and the quality of the district's current state. This type of diagnosis led to identifying the 4Cs—context, conditions, cultures, and competencies, as it exists in the arenas of change related to program development (Wagner & Kegan, 2006). Using Wagner and Keegan's (2006) model for change leadership, I developed key strategies for supporting the transition from 'as is' to the 'to be' at Lilac Elementary School. The first strategy is to develop constructs for further teacher professional development, specifically for teaching in Spanish. The second strategy includes parent involvement and communication. Another key strategy is to collaborate with consultants and administration to solidify the agreed upon; best practice teaching pedagogy expected in a dual language program. Finally, the last strategy is providing the support and tools needed to teach with authentic Spanish literature and an understanding of the development of the Spanish language from a foundational level.

Teaching Professional Development for Native Spanish Speakers

There is a need for our teachers to understand how native Spanish speakers learn the language and how to teach the language effectively. Six of the seven teachers were schooled in

the United States; therefore, their teaching is English based and rooted in English for foundational learning. This is in contrast to how Spanish is taught in other countries. To combat this inherent deficit, we purchased authentic instructional resources from Mexico used for teaching Spanish language arts, where Spanish is the native language of all students. Our teachers used these resources to guide their instruction. In particular, the scope and sequence provided in these materials for teaching foundational reading and writing skills in Spanish have helped our staff and students. It is difficult for our teachers to shift from one language to another, as they try to bridge the languages. There is also a misunderstanding of the standard dialect of the Spanish language. Due to Spanish speakers immigrating to the United States from different Spanish speaking countries, there is a slight difference in the dialect of words.

Community Involvement and Understanding

For several years, parents who have been in the district have been accustomed to the TBE (Transitional Bilingual Education) program, where we transition students out of Spanish and into English. The students in this type of program do not learn Spanish, as English becomes the focal point of learning. As a district, communication of the dual language program's purpose and goals should be a top priority each school year. Growth and expansion of the dual language program is part of the district's strategic plan, as it has been adopted as a district-wide program for all students. The teachers who are currently teaching the program have a sense of pride in teaching their language, so more promotion of the program would benefit the students and the community as we move to a more culturally inclusive environment. As the program matured, we found that parents' word of mouth has been a successful marketing tool. We receive annual interest and applications for the program in excess of program availability. Additionally, the standards and theme-based model of instruction being implemented by our teachers have become

attractive to the monolingual classroom teachers in the building. In many instances, these teachers work collaboratively with the dual language teachers to create similar learning environments in their monolingual English speaking classrooms.

Teaching Pedagogy

The teachers teaching in the dual language program have had coaching and training using Beeman and Urow's (2014) biliteracy framework. The training has been ongoing for the past four years, but as the program expands each year, new teachers will have to have the same training. Our most recent work with Beeman and Urow has been the development and completion of Bilingual Unit Frameworks at each grade level that is used to guide instruction. Visiting other dual language programs has been helpful for the teachers, but they see another type of biliteracy teaching called *Literacy Squared* by Kathy Escamilla et al. (2014). In not wanting to limit the teacher's ability to be flexible and differentiate their lessons, exploring this further would be advantageous since there are some conflicting perspectives from different consultants that observe and work with our teachers. As our program expands and new teachers have joined the staff, our most senior members of the dual teamwork as pedagogical mentors for the new staff.

Foundational Spanish and Spanish Literature

There is an assumption that, if teachers speak Spanish, they can teach in Spanish. This assumption is not true for seven out of eight teachers at Lilac Elementary School. Only one teacher was taught in Spanish and attended college before coming to teach in the United States. She was taught using a different system for teaching foundational Spanish, as the Spanish language is very circular, meaning the writing and conversations are expanded and in more depth, whereas in the English language, it is more to get the point across, with not as much

elaboration. “The conversations in Spanish are expanded and they do not necessarily translate to well punctuated English in young children.” For example, in Spanish the writer would elaborate a point with multiple descriptors which could potentially lead to a run-on sentence in English. In the United States, we teach more grammar, but grammar comes as the language is developed in Spanish countries. The other six teachers did not grow up reading Spanish literature, so it is hard to teach it. We have provided our teachers with an array of authentic Spanish literature aligned to the content area of their units and the standards. We understand that becoming familiar with this literature, especially in the older grades, takes time. For that reason, we consider incorporating authentic Spanish literature as an area of ongoing growth for our staff. In Lilac Elementary School, there are many different types of Spanish being spoken, which is based on the native country of the families. Most families come from Mexico, so there is a difference in the meaning of some of the words taught.

The teachers would like to observe more classrooms in neighboring areas, but what we have found is that there are minimal schools that have their programs up to 4th and 5th grade. In these two specific grade levels, the academic language is focused on Science. The teachers were not taught Science in Spanish, so they are learning along with the students.

Conclusion

Using the 4Cs arenas for change, the program evaluation revealed how vital professional development and teacher preparedness for the change is vital to the dual language program’s success. Also, by interviewing the teachers, I understood how they are feeling, not only about their struggles but how to support them in ways that would be most beneficial to them. Communicating the program goals and outcomes to parents and the community is essential and a big piece that should be reviewed each year, multiple times. Using various smartphone

applications and other various communication types will increase the ability to promote the dual program in a positive light within and around the school and district community.

CHAPTER SEVEN

Implications and Policy Recommendations

Vision Statement

As this study evolved from a program evaluation to a change model, Highland Hills School District 4 has entered into an adaptive change process concerning developing teachers' competencies in teaching Dual Language. The framework for change described by Heifetz et al. (2009) has provided a structure to monitor the process as it unfolds. The program evaluation provided the opportunity to discover the Dual Language program by examining teacher professional development, student learning, and parent satisfaction. The diagnosis of the system led to the identification of the context, conditions, cultures, and competencies that exist in the arenas of change as it relates to teacher professional development (Wagner & Keegan, 2006). Using Wagner and Keegan's (2006) model for change leadership, I developed key strategies for supporting the transition from 'as is' to the 'to be' at Lilac Elementary School. The first strategy is to develop constructs for further teacher professional development, specifically for teaching in Spanish. The second strategy is parent involvement and communication. Another key strategy is to collaborate with consultants and administration to solidify the teaching pedagogy expected in a dual language program. Finally, the last strategy is providing the support and tools needed to teach with authentic Spanish literature and an understanding of the development of the Spanish language from a foundational level.

In order for an individual to teach in a dual language program, the teacher would need to hold a Professional Educator License (PEL) endorsed in the grade level that they would be teaching and a bilingual endorsement. For example, if a teacher teaches a 2nd grade dual language Spanish classroom, the teacher would need the Professional Educator License (PEL)

with the Elementary endorsement plus the bilingual Spanish endorsement. This is where the program evaluation uncovers the need for either a new policy or a change to the current credential system to identify a Dual Language teaching license with specific program model instructional strategies to incorporate how to teach content through the second language.

The current teaching credentials for a dual language teacher include all general education practitioners' competencies needed for a specific grade level span. However, to be an adequate dual language teacher, there is an additional set of knowledge and skills demonstrated through additional certifications or endorsements. A significant component of these teacher qualifications is a high level of proficiency in the languages in which they teach (Lindholm-Leary, 2007) since dual language instruction includes English and the second language, such as Spanish. If a teaching license were available specifically for graduates to attain a dual language license, not just an endorsement or certification, in my opinion, would drastically support school districts, which are piecemealing professional development in order to meet the needs of these specific groups of learners. This type of licensing would attract more candidates, which would help fill these teaching positions in districts that offer a dual language program, such as Highland Hills School District.

Policy Statement

I recommend that all higher education institutions that offer teacher certification programs be required to offer teacher certification programs in dual language. The need for highly qualified dual language teachers is critical in the United States as more schools and districts are increasingly implementing dual language pedagogy to meet learners' needs from non-native English speaking homes. Furthermore, federal funding currently under Title III should remain available to school districts in hiring dual language licensed teachers.

Analysis of Needs

Educational analysis. Dual language programs are rooted in English-based practices that require program refinements to include instructional strategies in teaching a second language. A major benefit of a dual language program is the use of authentic literature in Spanish and the teacher's Spanish literacy development. Professional development is key to any successful program and specifically to dual language programs since it is the additional training that teachers need, which is not provided in a traditional teacher certification program.

According to Lindhol-Leary (2007), professional development in dual language education should align with the objectives of the instructional program, providing specific training in aspects of pedagogy, curriculum, and assessment, including ways of delivering instruction to help students increase their proficiency in the languages of instruction. Given these objectives, I believe it would warrant its own teaching licensing, which would prepare pre-service teachers and provide districts a better-prepared educator for this program. However, this would require changes from the college board as this would be new programming for the college. The college would have to take on the financial responsibility to get such programs created, finding the resources and the staff to instruct the classes. All these areas pose a problem for the long-term solution of having a new teacher licensing program.

Social analysis. Equity in all aspects of education is what we should be focusing on when we look at the social aspect of a dual language program. The ideal program would not only have students learn about each other's language, but it would include learning about embracing cultural awareness. Educating students to be culturally aware has the additional benefit of global citizenship. Students who typically would not engage in social activities due to a language barrier can now interact as learning partners. It allows students to become more curious about the other culture and build empathy for different people. There needs to be more

research about the effects of social-emotional learning on students in a dual language program. Therefore, we need to look at the climate and culture in our schools that are diverse wherein the population of one language is increasing, and a dual language program would benefit those students and open up an opportunity for the monolingual students to learn alongside their peers.

Another social aspect appears with the parents of children in a dual language program. Dual language programs have a unique circumstance as these programs educate students, but it is also educating the parents to embrace cultural awareness and change the way they may have viewed a particular ethnic group. Traditionally, parents may feel less involved in their child's education if their language is not the school's dominant language. However, dual language programs break the language barrier and involve a group of parents learning together with their children.

Political and economic analysis. The states play an essential role in helping districts get the necessary teachers in front of the student population. Currently, the Elementary and Secondary Education Act (ESEA 1965) requires states to set minimum requirements for teacher qualifications for Title I and Title III grant funding. Title I requires a highly qualified certified teacher with state licensure for a specific subject matter such as reading or math. Title III requires teachers who teach in English language programs to be fluent in reading, writing, and speaking in English and the other language to provide instruction such as Spanish. Since these positions generally are attached to federal grant funds districts receive, these are the minimum qualifications for a dual language teacher. Currently, dual language programs can fall under Title III, and therefore the teaching staff can be funded under this grant, which relieves money from the district's general fund. However, if dual language teaching required its own licensing, then the grant funding for these positions may not be an option unless the federal guidelines

changed to include this specific type of specialization. In opposition to this, school districts who currently fully fund their dual programs through Title III dollars, may see this as a roadblock and return to a traditional bilingual education program.

The US Department of Education assists the President of the United States in executing his educational policies and implementing Congress laws. The political views of education change depending on who is in the President's office and who is appointed as the Secretary of Education. This has a significant impact on educational policies and decisions as some decisions directly impact school districts' financial profile, programming, and teacher hiring.

Moral and ethical analysis. All school-aged children in the United States must attend school, which is defined by the compulsory education law. Our ethical and moral duty as educators is to ensure we are serving our communities and providing the proper education to all students. To provide proper education, we owe it to our prospective teachers to give them a realistic picture of the students they will serve. Ravitch (2013) identified how it is a different world that our teachers are teaching, so our academic programming has to change in order to serve during this change. Our ethical duty is to provide teachers with the proper tools to educate all students no matter their age, sex, race, ethnicity, or social status. In line with this, I would call for a review of bilingual education policies and change the certification process, which would affect the college programming for teachers who would want to teach in a dual language classroom. The State can form an Action Team that would include teachers and administrators from K-12 and higher education, parents, business owners, and other community leaders to begin the conversations of the need for this type of teacher programming.

Staff and Community Relationships

The development of a Dual Language program in any community requires communication. Communication is vital to the members of the school community and the district at-large. It is important to remember all the stakeholders throughout the development as they are the tax-paying body that supports the functions of a school district. The responsibility for communication lies with the district as well as the research for such programs. As school districts research the importance of specific programs needed for their communities, the Board of Education collaborates with district leaders to communicate this change and be transparent with their decisions.

The need for a policy change for teacher licensing, specifically in bilingual education, to support dual language learners will have a positive effect on school districts everywhere. The amount of professional development currently needed to train teachers who can speak another language but not necessarily have the skills to teach two languages simultaneously is at the forefront of the program evaluation. The cultural benefits of having students begin learning about global citizenship at a young age will continue to foster positive relationships within communities across the country as the diversity of our world and communities increase.

Conclusion

I continually circled back to my own experience throughout my research, growing up in a dual language household. Thinking about the “what if’s” in my life, had I continued to speak in my parents’ native language. As an educator, I want to allow my students to be successful while maintaining their culture, language, and self-identity. As educators, it is our responsibility to educate the whole child from where they begin, and if that means their beginning is in another language, then we should honor that and support them.

Throughout this process, I have learned that there is more that needs to be researched and developed for our teacher preparation programs. More specifically, we need the college board to create new programs that involve teaching second language learners, without losing their native language and including others in learning the language. This would have to be programs developed in conjunction with the State Department of Education, but more importantly will need to begin with the US Department of Education. Thus far, programs in schools focus on supporting the English Language Learner without using their native language.

As I discuss the possibilities of creating programs, the next step would be to secure financial support. The US Department of Education would have to prioritize and start to budget and allocate funding to state colleges to begin this process. Local school districts are spending local dollars and some grant dollars to fund professional development due to the lack of teacher training in this area.

In addition, we need better assessments for student learning and more resources to support the languages. The assessments we use in our district are helpful to a certain extent, but they are not all-encompassing or genuinely giving us a picture of the student as a dual language learner. If we were using better assessments, we might form better instructional decisions based on appropriate and fair data. The assessments used should be more aligned with each other and less isolated in skill assessments. As we look at various data points, we need to ensure specifically what the assessments are being used for and why we are using it.

Finally, I learned throughout this process the importance of cultural competencies within our staff, our students, and our community. Bringing a dual language program to a conservative suburban community was not as easy as we had thought. We thought we were well-educated parents who openly sent their children to a very diverse school and were not as open to this

program. We were met with unanticipated resistance and had to quickly shift gears to teaching about the program instead of informational sessions. In hindsight, as a district, we must be more strategic and less presumptuous of people's thoughts and ideas. Overall, communication is key, and it is better to be over communicative and overly transparent to be successful in bringing about change.

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Appendix A:

Teacher Interview Questions for Focus Group

1. What professional development have you received over the past 2 years that has prepared you to teach in the dual language program?
2. What areas do you feel you have been most prepared to teach and in which language?
3. What areas do you feel you have been least prepared to teach and in which language?
4. What additional supports do you need thus far to improve student learning?
5. What additional types of PD can we provide for you to help support teaching the bridge to biliteracy?
6. Coaching is an effective model in preparing teachers. What has been beneficial of the past coaching model and what would you like to be incorporated this year?
7. What support do you need in providing more communication to parents?
8. Any additional comments or concerns that we can address?

Appendix B:
Teacher Survey Questions

1. Which professional development have you received over the past 2-3 years that has prepared you to teach in a dual language classroom? Check all that apply....
 - a. Biliteracy/Bridging
 - b. Coaching
 - c. Deconstruction of Standards
 - d. Bilingual Conference

2. What areas do you feel you have been most prepared to teach and in which language?

	English	Spanish
a. ELA		
b. Math		
c. Science		
d. Social Studies		

3. What areas do you feel you have been least prepared to teach and in which language?

	English	Spanish
a. ELA		
b. Math		
c. Science		
d. Social Studies		

4. What additional supports do you need thus far to improve student learning?
 - a. Curricular Resource Supports
 - b. Staff Supports
 - c. Assessment Supports
 - d. Additional Supports not listed:

5. What additional types of professional development can be provided to help support the teaching of the bridge to biliteracy?
 - a. Specific instruction on the bridge with Karen Beeman relating to your BUFs
 - b. Instruction and Support with Translanguaging
 - c. Observing the bridge taught in other classrooms
 - d. Additional PD not listed:

6. Coaching is an effective model in preparing teachers. What has been beneficial of the past coaching model and what would you like to be incorporated in the future?
 - a. Observation and feedback
 - b. Planning together
 - c. Lesson modeling from the coach
 - d. Additional comments:

7. What additional supports are needed to communicate to parents?
 - a. Technology
 - b. Home Visits
 - c. In-School Events
 - d. Translation services
 - e. Daycare for parent events

8. Are you interested in visiting other Dual Language programs?
 - a. Y
 - b. N
9. If you answered Y to Number 8, please identify areas of interest to visit.
 - a. Cook County
 - b. DuPage County
 - c. Kane County
 - d. Will County
 - e. Chicago Public Schools
 - f. Other: Please List

10. If there are specific schools you are aware of with a Dual Language program that you would like to visit please list below in order of preference:

11. Any additional information you would like to share in reference to teacher professional development:

Appendix C:
Parent Focus Group

Interviews with the parent group from both English and Spanish native families:

1. How does your child feel about being in a dual language classroom?
2. What are some challenges your child has faced so far this school year?
3. What has been some success for your child?
4. What are the challenges as a parent?
5. Have you connected with the other families in the class?
6. Does your child connect with classmates outside of school?
7. How can we help facilitate further connections with the other families?
8. Suggestions for new families entering the program?
9. Would you be willing to participate in a parent panel with our next round of incoming Kindergarten parents?

Appendix D:**Parent Survey Questions**

1. What is your relationship to a child enrolled in school?
2. What is your and your spouse's ethnic background?
3. What is the highest level of education that you and your spouse have completed?
4. Please check below your own AND your spouse's ability to communicate in Spanish.
 No ability; cannot understand or speak Spanish at all.
 Can understand somewhat but cannot speak Spanish.
 Can understand and speak Spanish somewhat.
 Can understand and speak Spanish very well.
 Native speaker, or native-like ability in Spanish
5. Which of the following statements is the most important reason for enrolling your child in the Dual Language Program?
 It is our neighborhood school.
 It is a high-quality academic program.
 My child will be able to communicate with family, friends, or other Spanish speaking people.
 My child will have an academic or career advantage.
 My child will have a stronger identity as a bilingual-bicultural/multicultural individual.
6. Which of the following statements is the second most important reason for enrolling your child in the Dual Language Program?
 It is our neighborhood school.
 It is a high-quality academic program.
 My child will be able to communicate with family, friends, or other Spanish speaking people.
 My child will have an academic or career advantage.
 My child will have a stronger identity as a bilingual-bicultural/multicultural individual.

7. Which of the following statements is the third most important reason for enrolling your child in the Dual Language Program?

- It is our neighborhood school.
- It is a high-quality academic program.
- My child will be able to communicate with family, friends, or other Spanish speaking people.
- My child will have an academic or career advantage.
- My child will have a stronger identity as a bilingual-bicultural/multicultural individual.

8. Please check below if your child has frequent (at least weekly) access to individuals who speak Spanish to your child:

- Grandparent/Other family members
- Babysitter/ Childcare
- Close family friends

CHOOSE ONE ANSWER FOR EACH STATEMENT BELOW

9. Please indicate how strongly you agree or disagree with the following statements.					
The faculty and staff have been successful in promoting diversity and understanding among the school community.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The faculty and staff are successful in balancing the needs and concerns of both English and Spanish speaking communities.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I am supportive of the program my child is receiving at this school.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I feel that my family is valued by the school.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I enjoy the ethnic and linguistic diversity in our school and community.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I am able to communicate with family, friends, or other Spanish speakers in Spanish.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

10. Please indicate how strongly you agree or disagree with the following statements about the Bilingual Immersion Program.					
I am satisfied that the Two-Way Immersion Program is giving my child access to the subject matter that he/she needs.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I believe that combining native English speakers and native Spanish speakers in the classroom is the best way for my child to learn Spanish.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Hispanic students, parents, staff and community members are made to feel like a valuable part of our school culture.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I really encourage my child to speak Spanish outside of school.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I am confident that my child will be able to communicate very well in both Spanish and English after completing the program.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The faculty and staff have been successful in promoting diversity and understanding among the school community.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The faculty and staff are successful in balancing the needs and concerns of both English and Spanish speaking communities.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I would recommend this program to other parents.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because it will allow him/her to be more comfortable with other Spanish speakers.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because it will allow him/her to meet and converse with more and varied people.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because it will enable him/her to better understand and appreciate Hispanic culture.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because he/she will be able to participate more freely in the activities of other cultural groups.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because it will make him/her a more knowledgeable person.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Studying Spanish is important for my child because other people will respect him/her more if he/she has knowledge of a second language.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

11. Please indicate how often you participate in the following activities.					
I/My spouse read to my child in Spanish.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
I/My spouse check out library books or buy books in Spanish.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
Spanish speaking children come to our house to play with my child.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
My child goes to the homes of other Spanish speaking children.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
We (my child) watch Spanish television programs.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
We (my child) listen to Spanish radio programs.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily
We attend Hispanic cultural events.	Almost Never	1-2 times per year	1-2 times per month	1-2 times per week	Usually Daily

Any Comments or other information you would like to include that was not asked in this survey?

Appendix E:

“As Is” 4 Cs Analysis for Annetta Spsychalski

“As Is” 4 C’s Analysis for Annetta Spsychalski



Appendix F:

To Be

"To Be" 4 C's Analysis for Annetta Spychalski



Appendix G:

Informed Consent

My name is Annetta Spsychalski and I am a Doctoral Student at National Louis University. I am asking you to participate in this study, “Two Way Immersion Dual Language Program”, occurring from January 2019 to January 2020. The purpose of this study is to understand dual language learners. Basing our program implementation on the philosophy of additive bilingualism, this program will add another language to both groups of students, the native Spanish speakers, and the native English speakers. We are preparing our students for a global economy and international communications. We are crossing cultural, social class, and language boundaries which will enhance our overall understanding of one another. We are committed to improving our programming and learning how we can make changes to enhance the learning of all students.

By signing below, you are providing consent to participate in a research project conducted by Annetta Spsychalski, Doctoral Student, at National Louis University, Chicago.

Please understand that the purpose of the study is to explore the process and impact of language acquisition on native Spanish speakers and non-native Spanish speakers. Participation in this study will include:

- 3 individual interviews scheduled at your convenience throughout the Winter and Spring of 2018-19 and Fall and Winter of 2019-2020 school years.
 - Interviews will last up to 45 min. and include approximately 10 questions to gain feedback from parents of the children in the program and to gain an insight to professional development needs of classroom teachers in the program.

- Interviews will be recorded and participants may view and have final approval on the content of interview transcripts

A Survey will be sent to parents and teachers throughout the Winter and Spring of 2018-19 school year and the Fall and Winter of 2019-20 school year.

- The survey will be sent electronically and information from the survey will be anonymous
- The survey will consist of approximately 10 questions to gain further information not accessed from interviews.

Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences, and employed to inform dual language programming administrators, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only Annetta Spychalski will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to Lombard School District 44 and other schools and school districts looking to initiate or refine their dual language programs.

Upon request you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Annetta Spychalski at

to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Annetta Spychalski, by email or by phone at .

If you have any concerns or questions before or during participation that has not been addressed by the researcher, you may contact Dr. Geri Chesner, via email at _____ or _____ or the co-chairs of NLU's Institutional Research Board: Dr. Shaunti Knauth; email _____ ; phone: _____ ; or Dr. Carol Burg; email: _____ ; phone: _____. Co-chairs are located at National Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.

Consent: I understand that by signing below, I am agreeing to participate in the study (Two Way Immersion Dual Language Program). My participation will consist of the activities below during 2018-2020 time period:

- 3 Interviews lasting approximately 45 minutes each
- Survey on-line

Participant's Signature

Date

Researcher's Signature

Date