2023

A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL SERVICES ON LONG ISLAND, NEW YORK

Christine Ericka Seebach

A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT
LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL
SERVICES ON LONG ISLAND, NEW YORK

A dissertation submitted in partial fulfillment

of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

Christine Ericka Seebach

Date Submitted   November 9, 2022   Date Approved   January 31, 2023

_____   _____

Christine Ericka Seebach   Dr. Anthony J. Annunziato

ABSTRACT

A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL SERVICES ON LONG ISLAND, NEW YORK

Christine Ericka Seebach

This study was an inquiry into the ways in which the lived experiences of school district leaders (SDLs) of English language learner/multilingual learner (ELL/ML) services informed their leadership approaches, challenges, successes, and impact. The methodology involved collecting artifacts and Seidman's (2019) three series interview protocol with member checking. The three participants of this study were SDLs of ELL/ML services from a specific region of New York State (i.e., Long Island). The purpose of this study was to understand the essence of the meanings derived from participants' comprehensive descriptions. I provided structural and textural reports and a synthesis of the universal nature of participants' shared experiences, which I described as the essence. As the researcher, I designed a conceptual framework guided by: (a) advocacy, (b) best instructional practices, (c) best leadership practices, and (d) compliance, and summarized data accordingly. This study also expanded understanding of culturally responsive leadership paradigms and how they disrupt past and current educational leadership in helping or hindering ELL/ML services. Federal and state efforts to support student achievement have shifted educational regulations. The roles and responsibilities of SDLs of ELL/ML services are complex. They are stewards of Every Student Succeeds Act (ESSA) and the New York State Education Commissioner

Regulations (CR) Part 154 2 of their school districts. These specific educational leaders have developed a range of strategies that enabled them to navigate the multidimensional aspects of their background as it correlated with the past, present, and future culture of their school district, and the education system at large. Furthermore, this study explored these experts' predictions and plans for the future of ELL/ML services. This inquiry's findings can significantly contribute to the educational leadership literature on a spectrum that begins with directly narrowing the ELL/ML achievement gap to tangentially enlightening society.

DEDICATION

This work is dedicated to my family, friends, students, mentors, and especially, to my colleagues who continue to teach and model the assets of multilingualism to all stakeholders. To my students and their families, who I consider my forever friends: to be educated and bilingual is a pride no one can ever take away from you. I am grateful for having met all of you and to have the opportunity to support you in your language acquisition, and academic and cultural journeys.

I primarily dedicate this work to my mother, Patricia, for listening and supporting me throughout this journey. Recently, during my dissertation write-up phase, she asked me, "Are you happy that this study will enhance your teaching practice?" I could tell she was proud to use the language of my professional field. She also booked a spa trip for us immediately after I called her to tell her I needed encouragement to complete this study's narrative. She has always had a unique perspective of analyzing any situation. I appreciate her uniqueness and being raised by someone who thinks outside the box. I greatly value her peace, joy, and sense of humor. My mother's support means so much to me.

I also dedicate this work to my brother, Robert, and my sister-in-law, Elizabeth. I would like to thank them for the countless phone calls, get togethers, encouraging cards, and gifts; it all helped. Thank you for choosing me to be Bobby's Godmother and the fact that you named him after our father is an incredible gift. He is so special. Rob, he reminds me of how kind and caring you were always growing up, and still are. I will cherish our sibling bond forever. I dedicate this to my beautiful, smart, appreciative, and kind nephew, Bobby. Knowing that one day you will understand what I have just

accomplished was a huge part of my WHY and my motivation for completing this doctoral journey. You are a gift to us all! You are heaven on Earth. The world is a better place because you are in it. I am in awe of your awesomeness.

I would like to thank my highly intelligent and kind cousin, Colleen, for going back to get her master's degree and telling me that I was part of her inspiration for going back to school. The truth is . . . you inspire me. I appreciate being your cousin more than you know. Aunt Peggy and Aunt Barbara, you have been so kind and supportive of me my whole life. To my Aunt Emma, you are amazing! You listen to me, share with me, laugh with me. . . . I am in awe of you at 91 years young! I sure hope I have your genes. You are a star. To my Uncle John, you have always been so kind and a wonderful extension of my dad. I am so grateful to have had you and Aunt Lydia as loving role models throughout my life. To all my first and second cousins, and cousins once removed—especially Jackie, Robin, Keith, Kevin, Diana, and Stephen—you are all people I treasure greatly. Our connection, history, and times spent together are what I value most in life.

I would like to extend my gratitude to my best friend, Marci, and her husband, Matt, for being the family I was not born into, but the family we choose. I am eternally grateful for you letting me act as a special "Aunt Tine" to your twins, Emma, and James. Emma and James, there are no words powerful enough to describe my appreciation of how special you two are. Watching you grow up and always having your connection is a gift I treasure. I hope that you both always feel I inspire you to succeed, and I am someone with whom you can always share huge belly laughs!

To my friend and "life coach," Melissa, you are truly special, a miracle of goodness. Thank you for our daily belly laughs and supportive chats. To my friend, Jessica N., you are superhuman! I just adore you. The amount of kindness, attention to detail, generosity, and fun that you embody is unmatched! Jessica C., you are just an angel. I am so grateful for your existence and your presence every day at work. What a gift you are! You are incredibly kind to listen to me read paragraphs aloud and give me feedback. You have been there through the ups and downs of this dissertation journey. I only hope that my support of you is even close to the quality of your support of me. I am also most thankful for your sense of humor. And that's on . . . thinking I'm younger than I am. My closest friends, I am so touched by your endless support: Penny, P., Allison, Deana, Kelly, Nancy, Lisa C., Nelly, Marilyn, Schmetterling, Karen T., and others. To my friends from growing up, college, colleagues, and friends I have made along the way, I am so lucky to know you and for the enjoyment and connection you all add to my life and well-being. I have found inspiration from all of you. I think you may all agree with Melissa's sarcasm in saying, "Oh, the dissertation is over? I'm going to miss it!"

I dedicate my work to the special angels who are no longer with us physically, specifically, my father, Bob; I know that he is with us, and is proud of me. He told me, at 8 years old, that he knew I would get a bachelor's degree and have a career. (He wanted me to be a nurse, so I said, "Ok, Daddy." But little did he know I had no interest in becoming a nurse). However, I thought to myself, "My Dad believes in me." I know you are always with me. I feel your guidance and approval. Thank you. Your pure love, kindness, and wonderment at my existence has made me who I am. My Grandma Lois for thinking everything I ever did was, in her words, "The most darling thing you ever saw or

heard." My grandparents Mickey and Agnes, I dedicate this to them as well. They noticed a spark in me as a toddler and always supported my academic achievements. They made me feel special. They came to this country with hopes and dreams for their survival, and I understand that their legacy of us thriving here in the USA . . . is everything!

ACKNOWLEDGEMENTS

This doctoral program has been a wonderful journey. As this study's dedicated multilingual educator participants would agree, challenges are opportunities. At different times in all our lives, we have all been the mentee and a mentor. Being part of the educational field is so profound. I would like to extend my sincere gratitude to my mentor and advisor, Dr. Anthony Annunziato, for his guidance, encouragement, kindness, and professionalism; you are a true educator. Without your mentorship, I do not think I would have been able to accomplish this goal. I thank you deeply for everything you have done to support me in this throughout my doctoral journey. I am also honored to have had a dissertation defense committee of members who are truly professional, and true educators. I am extremely appreciative of Dr. Richard Bernato and Dr. James Campbell for their feedback, support, and enthusiasm they have shared regarding my topic and findings. I would also like to extend a sincere thank you to a mentor of mine, Dr. Elisabeth Julie Vargo, for her optimal knowledge of qualitative research, and her kindness and patience.

I am truly grateful to the school district leaders of ELL/ML services who participated in this research study. Their WHY drove them to become multilingual educators and multilingual leaders. Their WHY motivates them innately to advocate for ELL students and their families. Their WHY innately motivates them to tirelessly design and sustain systems in school districts that support the achievement of ELLs. These three multilingual leaders are the voice of the masses; they have a seat at the table.

I would like to extend my great appreciation for the highly intelligent and diligent members of my doctoral cohort. I am in awe of their experiences, work ethic, sense of

humor, and dedication to students and the field of education. Our collective successful dissertation defenses all included a little bit of each of us . . . I would like to think. Thank you all for transforming and enhancing my paradigm regarding school systems and educational leadership.

I am incredibly fortunate to currently be working under the most intelligent, kind, knowledgeable, well-prepared, and hard-working supervisors. Wanda Ortiz-Rivera, Lisa Catandella, and Paula Ribeiro-Manikas, you are all the epitome of highly effective educational leaders! Thank you for the time you make for me, our personal and professional chats, and tears of gratitude or laughter.

For my BA at SUNY Cortland, I was a Spanish/Secondary Education major. Growing up in a monolingual English household, I had an experience at 6 years old that gave me the innate motivation to learn another language. During the challenging parts of my journey, a mentor guided me to find my WHY for applying to the EdD program at St. John's University and for persevering. What I discovered about myself was not something I could immediately put into language. This is one of the reasons Simon Sinek's golden circle spoke to me. I now understand that a decision was made in my limbic brain, my gut feeling. At 6 years old, I experienced a beautiful afternoon and evening at my school friend's home. Her family was from Uruguay and the exchanges and encouragement from the adults in her home and my mother showed me how to not only reach out and enjoy spending time with friends other than the kids "on my block," but friends from another country as well. This day opened up a whole new world to me, and at 6 years old, I said to myself, "I am going to learn their language one day." I did. However, even though there were many times that I felt the climb towards my goal was

frustrating, I persevered. I am grateful for my past challenges because they have become opportunities for me to become an even better educator for my students and opportunities to support my colleagues. As pointed out by my dissertation defense committee member, Dr. Bernato: The compliance piece of multilingual education in New York State is synonymous with "soul and commitment." Like the participants of this study, I am a strong advocate of multilingual education. Our innate WHY fuels our soul and our commitment.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Students in the public school system across the United States are becoming more multilingual. At the federal level, substantial efforts have been made with educational reforms, which include the Title VII Bilingual Act of 1968, groundbreaking court cases such as *Lau v. Nichols* (1974), the No Child Left Behind Act of 2001 (NCLB, 2002), and the Every Student Succeeds Act (ESSA, of 2015). The beginning of the 21st century has been a time of change in educational policy in the United States. This statement is true both federally and at the state level. Federally, the NCLB act shifted under the George W. Bush Administration to ESSA under the Obama Administration. At the state level, The New York State Education Department (NYSED) has made remarkable modifications to education regulations that directly affect English language learner/multilingual learner (ELL/ML) services in the New York State Education Commissioner Regulations (CR Part 154). I must mention the state's name will be stated in full in certain parts of this study, depending on the full name's emphasis in a specific context. Also, New York State is the acronym NYS.

NYSED has modified CR Part 154 to protect the rights of immigrant students and hold school districts accountable to serve ELL/ML students better. CR Part 154 links to the changes in NYS instructional delivery of ELLs/MLs since the launch of The Blueprint for English Language Learners (NYSED, n.d.-a) in April of 2014 (NYSED, n.d.-b). School districts in NYS have been expanding their capacities to serve ELLs/MLs to meet the increasing demand for more students who learn English as a new language (ENL; Zong & Batalova, 2015). Challenges in this area include the need for more certified teachers and new teaching partnerships (Clark-Gareca & Fontana, 2018).

Despite these adaptive changes, school stakeholders in NYS continue to face challenges in areas including advocacy, compliance, and instruction for all ELLs/MLs. For example, there are educational stakeholders who still perceive the growing number of multilingual learners as an obstacle, not an enrichment in public schools. Also, ELLs/MLs are generally grouped in one demographic, yet a continuum exists. Therefore, there have been specific enduring barriers to identifying and supporting ELL/ML students' individual needs (Migliarini & Stinson, 2021). These barriers may be specifically experienced by school district leaders (SDLs) of ELL/ML services in NYS public school districts.

The academic achievement of linguistically diverse students has been the incentive of NYSED's endeavors to research, design, and advocate highly effective language programs and services. NYSED's Office of Bilingual Education and Word Languages (OBEWL) advocates, facilitates and leads this mission. This endeavor would provide students with equitable opportunities for success (NYSED, 2019b). As mentioned, NYSED sets a precedent at the state level with the most recent additions to CR Part 154 of 2007, CR Part 154-2 & 3 of 2014. CR Part 154-2 was modified again in 2016 and is the current standard of compliance of ELL/ML services in NYS. The modifications mentioned result from research-based theory, needs assessment, and advocacy. The amendments have shown some improvements in student achievement and graduation rates combined with a decline in the dropout rate (NYSED, 2020c; New York State United Teachers, 2020). Notably, all graduates have opportunities to earn the NYS Seal of Biliteracy, and early learning programming for ELLs and MLs has been strengthened.

Nevertheless, challenges continue to exist in facilitating the reform efforts that ideally strengthen ELL/ML student achievement. Various variables throughout NYS affect school district leaders' capacities. This leads to a gradual yet prolonged solution for the achievement gap. Obstacles and conflicts remain when preparing and building the capacities of all teachers and leaders to educate the state's ELLs/MLs.

Some multilingual leaders employ culturally responsive practices to overcome obstacles and resolve conflicts when facilitating ELL/ML services. Multilingual leaders preside over the parent outreach, encouragement, and professional development of all stakeholders in the realm of such educational policies. This requires administrators to get actively involved. Highly effective multilingual leaders create a school culture of inclusive mindsets (Theoharis & O'Toole, 2011). As The Blueprint mentioned, "NYSED believes that all teachers are teachers of ELLs" (NYSED, n.d.-a, p. 2). This idea sums up the focus on transforming school districts, so everyone is responsible for better serving ELL/ML students. The mission of the NYSED Office of Bilingual Education and World Languages (OBEWL) is to ensure all NYS students, including ELLs, attain the highest academic success level. More specifically, this mandate stipulates, "We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness" (NYSED OBEWL, 2014, p. 1).

Advocacy, inquiry, and research support the advancements and shifts in educational regulations that support ELL/ML services such as compliance with CR Part 154 and best instructional practices. There may not be equity for multilingual leaders throughout NYS and the region of Long Island. Some may have less power to affect

change in transforming certain districts into leading stakeholders as they support ELL/ML student achievement. The position of the SDL of ELL/ML services in the SDL organizational table affects their influence in transforming the school district to becoming more supportive toward the ELL/ML achievement.

As a researcher and a professional in the field, I understand the effects of this phenomenon on the concept of what it means to be an SDL of ELL/ML services may or may not vary from school each school district. In each school district, SDLs of ELL/ML services' titles can vary. The programs they supervise may differ too. School districts in NYS may or may not be educational leaders who oversee ELL/ML services in the same manner. An SDL of ELL/ML services are sometimes educational administrators who hold an NYS SDL certificate. Those SDLs may hold the title of coordinator, director, or even assistant superintendent. Those titles may be followed by "of English as a New Language (ENL) and Bilingual Education (BE) services Kindergarten through 12th grade." In some instances, the SDL of ELL/ML services also oversees the department of world languages, foreign language, or languages other than English (LOTE). Some ELL/ML services SDLs also oversee a school district's registration or intake department. There are school districts that may not employ a full-time school district leader, but educational leaders whose position is a hybrid of teaching classes and coordinating ELL/ML services districtwide or school building wide. With the permission of the school district's CEO or superintendent, SDLs of ELL/ML services report to NYSED to show evidence of compliance with CR part 154.

Purpose of the Study

The purpose of this study was to examine what it means to be an SDL supervising ELL/ML services on Long Island, New York. As the researcher of this study, I aimed to: (a) examine the setting and background that influence the universal essence of the lived experiences of leaders who supervise ELL/ML services undergoing paradigm shifts, which I refer to as the "universal essence" of the common shared experiences of SDLs of ELL/ML services (Creswell & Poth, 2016); (b) describe challenges and success in the recent shifts toward the servicing of ELLs/MLs such as ESSA, NYS CR Part 154, The Blueprint, and other variables in society; (c) evaluate their reflections in the scope of culturally responsive leadership, advocacy, instructional best practices, and compliance; and (d) identify their plans and predictions in supporting the achievement of ELLs/MLs. The perceptions of SDLs of ELL/ML services have guided them as they facilitate the transformation of school districts in their compliance of ESSA and NYS CR Part 154 educational regulations. This study encapsulates the individual experiences in this phenomenon. This study is a description of the universal patterns, or motifs, that participants share. Moreover, as theory and technology generate academic thinking, phenomenological human science is innovative. Therefore, phenomenology is how human beings have invented artistic, philosophic, communal, and poetic languages that unite them (van Manen, 2016). We can learn and improve practices as human beings share their lived experiences of the practices.

Aspects of the phenomenon under inquiry include the more recent shifts in ELL/ML education delivery under NYS CR Part 154, and the induction of ESSA, formerly known as NCLB. A current probing issue is the dropout rate for ELLs. The

dropout rate of ELLs is higher than the graduation rate of non-ELLs (NYSED, 2020c). NYSED has changed the requirements for ELLs/MLs instruction. One shift has been the development of the way in which NYSED measures how students qualify ELL/ML services. In 2014, the NYS Identification Test for ELLs (NYSITELL) was launched in place of the Language Assessment Battery revised (LABr). The exam, which qualifies students for exiting services, is called the NYS English as a Second Language Achievement Test (NYSESLAT). This entrance and exit criteria have been slightly modified over the last 2 decades. Before 2014, student English language proficiencies as quantified by the LABr and NYSESLAT were Beginner, Intermediate, Advanced, Proficient. Since 2014, language proficiency levels have been quantified as Entering, Emerging, Transitioning, Expanding, and Commanding as per the NYSITELL and the NYSESLAT. School organizations are expected to modify the delivery and minutes of weekly instructional delivery for students' specific language proficiency level. With certain shifts in education regulations, some SDLs are challenged by staffing qualified and certified teaching English to speakers of other languages (TESOL) teachers and bilingual teachers. Instructional delivery has also been modified to the ENL coteaching models aside, or in place of standalone ENL. There is also a Clinically Rich Intensive Teacher Institute (CR ITI) for non-TESOL certified teachers to get a TESOL extension to their content area teacher certification. Stakeholders see modifications such as these as challenges and/or successes in supporting the achievement of ELLs/MLs. The purpose of the present study relates to a theoretical framework of culturally responsive leadership, which addresses the issue of facilitating stakeholders to support ELL/ML student achievement. Bradshaw et al. (2013) detailed a framework for the advocacy of ELLs. Its

tenants are: The need, action, curriculum access and language rights, educator training and preparation, partnering with families and communities, fair school funding, and other advocacy strategies. This study examines how school district leaders can transform asset-based, collaborative, and inclusive learning opportunities and services for ELLs/MLs.

This study supports the description of the interrelationships of second language acquisition (SLA) and TESOL instruction, compliance, and advocacy in the participants' SDL experiences. SDLs of ELL/ML services are the participants of this study. They were the interview focus. The third interview's focus is on questions in the context of the first two interviews. This interview process was the meaning-making and the center of this study's attention (Seidman, 2019). This study's overarching question was: What does it mean to be an SDL supervising ELL/ML services in the NYS region of Long Island?

Theoretical Framework

This research was grounded in culturally responsive leadership theory. This study's framework is centered around the effectiveness of leadership that educates decision makers and teachers in acting on this knowledge to inform helpful teaching and learning opportunities for students. This deters any microaggressions or frustration from school leaders and teachers which are detrimental to students and society. Leadership such as this creates the opportunity for educational stakeholders, especially educators, to experience work as more engaging, inspiring, stimulating, and, subsequently, fulfilling (Tims et al., 2011). I maintain that as the adult educational stakeholders are fulfilled, they are more effective in supporting the positive interactions in school culture, thus enhancing student achievement.

Culturally responsive leadership guides all educators to address student needs via culturally relevant pedagogy, which establishes high standards for ELLs/MLs and has been brought to the forefront of instructional standards and practices (Khalifa et al., 2016). Figure 1 details the culturally responsive school leadership theoretical framework.

Figure 1

Culturally Responsive School Leadership Theoretical Framework
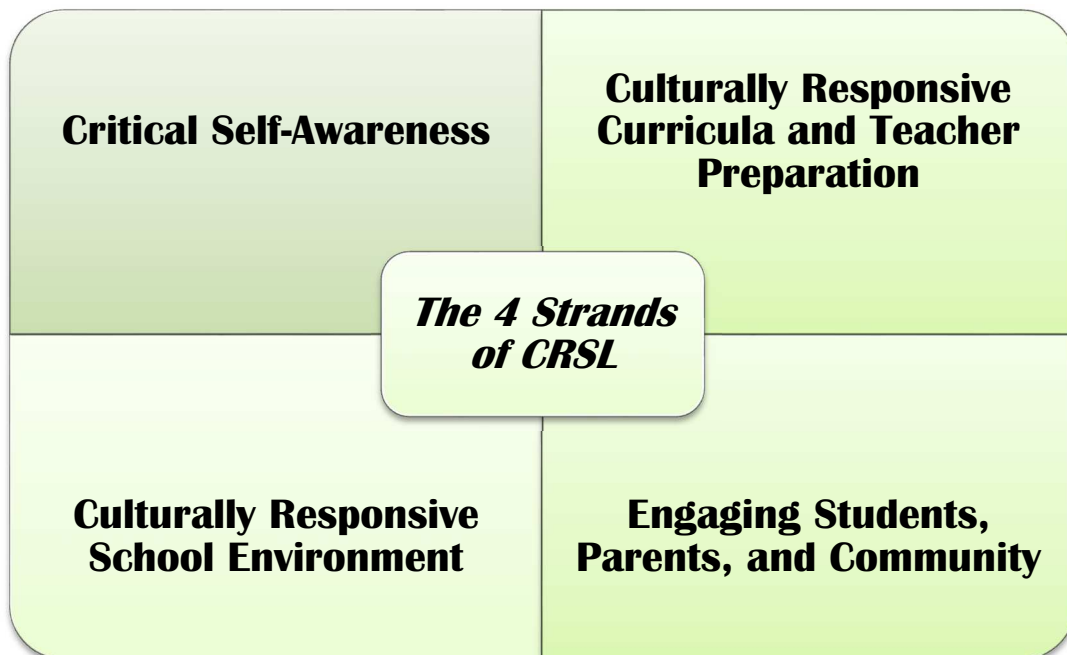
Note. Adapted from "Culturally Responsive School Leadership: A Synthesis of Literature," by M. A. Khalifa, M. A. Gooden, & J. E. Davis, 2016, *Review of Educational Research*, 86(4). (https://doi.org/10.3102/0034654316630383).

The Blueprint for English Language Learners' Success (NYSED, n.d.-a) stresses the importance of advocacy, compliance, and instruction for all students in NYS. As previously stated, this document is supported by research, theory, and practice in SLA, TESOL, ELD, or English language teaching (ELT). Culturally responsive leadership is a highly effective means for a multilingual leader to reach and affect positive change in their school district. The role of SDL of ELL/ML services is multifaceted, a role is manifested by all four categories of stewardship: advocacy, instructions, leadership, and compliance. Only those who have worked in the role of an SDL of ELL/ML services can say otherwise.

Conceptual Framework

As I designed a conceptual framework for this study (see Figure 2). It was framed around three supports that are distinct to the field of ELT in the United States. Specifically, those three supports are advocacy, compliance, and instruction. Definitions of these terms can be found in Figure 2. As I gathered data from participant interviews, themes were patterned and guided by culturally responsive leadership theory. Moreover, these two leadership theories were what I used to illustrate how SDLs of ELL/ML services in NYS influence the transformation of school districts in the areas of advocacy, compliance, and instruction in ELL/ML services.

Figure 2

Advocacy, Best Practices in Instruction, and Compliance Conceptual Framework
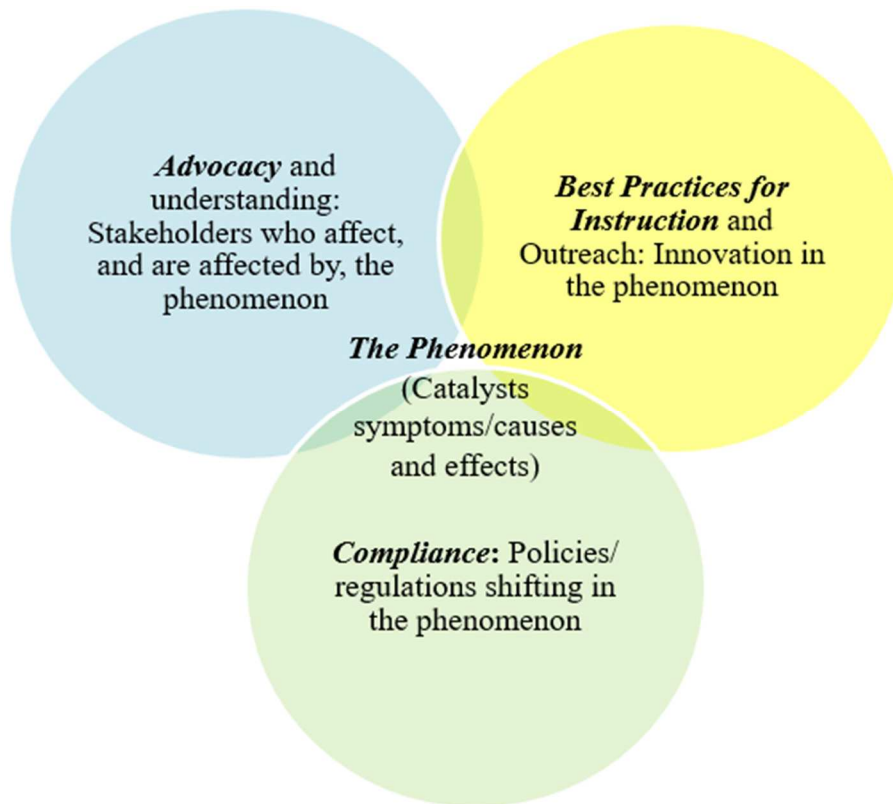
The present study explored participants' lived experiences as SDLs of ELL/ML services in NYS public school districts. Specifically, this study investigates how their role relates to the phenomenon of several shifts in educational regulations at the beginning of the 21st century. As participants reconstruct their past, they illuminate the experiences' meaning (Seidman, 2019). Vygotsky (2012) declared that the manner of processing our lived experience in words is a meaning-making process.

It is important to note that this researcher began this inquiry with a conceptual framework of three components. As this author was designing the interview protocol of

this inquiry, the need for a fourth component emerged. Figure 3 is an image of my

evolved four-component conceptual framework, ABBC.

Figure 3

Evolved Four-Component ABBC Conceptual Framework
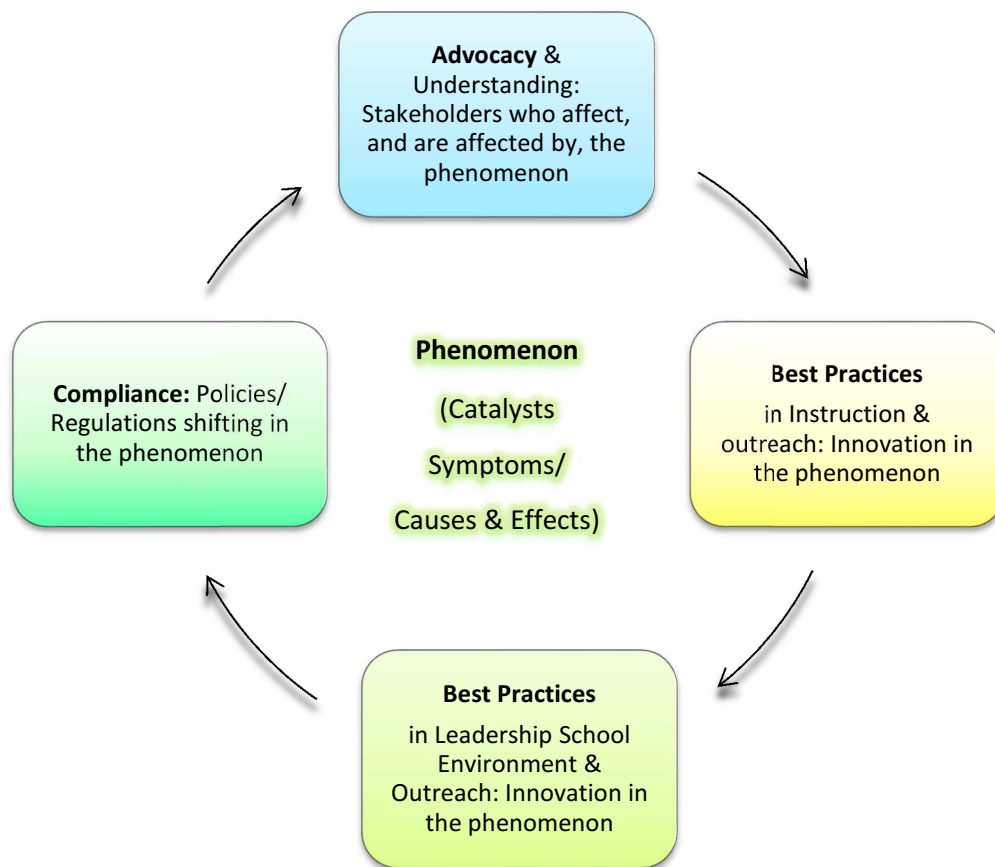
Note. ABBC= Advocacy, best practices in instruction, best practices in leadership, and

compliance

Significance and Importance of the Study

There are multiple implications this study uncovers. To begin with, it creates awareness among educational stakeholders regarding the complex inner workings of ELL/ML programs and services. Another importance of this study is spreading the message of multilingualism's asset-based value for all stakeholders. This study can also provide decision-makers with more rationale to allocate more support with funding, staffing, and resources to ELL/ML programs and services. Moreover, there is potential for this study to increase achievement, empathy, and enjoyment among all educational stakeholders as our shared knowledge can create asset-based, collaborative, and inclusive learning opportunities and services for ELLs/MLs.

The general problem I sought to uncover is manifesting effective leadership throughout K–12 public school districts. The lack of understanding the experiences of SDLs of ELL/ML services results in an adverse impact on ELL/ML student achievement. This lack of understanding also adds to frustration among stakeholders, such as: ELL and ML students, teachers of TESOL, bilingual certified teachers, their parents, boards of education, superintendents, other school district leaders, school building leaders, content area teachers, classmates of ELLs and MLs, school support teams, special area teachers, community organizations, and society at large. SDLs' main challenge is to transform and nurture ELL/ML services as they lead school district stakeholders in understanding TESOL, SLA, and ELT and complying with state education regulations that support ELL/ML achievement.

Connection With Social Justice and the Vincentian Mission in Education

This study aligned with the Vincentian Mission of Education connected to social justice. It challenges institutional structures that may serve as barriers to educational systems improvement in several ways. To begin with, the immigrant population who qualify for ELL/ML services lack economic and social advantages. The federal ESSA has created standards in which ELL/ML services in public school districts combine with reflective learning to enlarge the classroom experience via parent/ guardian, and community outreach (Russell et al., 2021).

This study related to the mission of St. John's University because it addresses the issue of ELL students as a historically underrepresented, discriminated, and disadvantaged demographic. This study promotes global connections for educational advancement as it supports the value of multilingualism and culturally responsive leadership in education. Through this study I aim to help school district leaders of ELL/ML services evaluate their approach to EL policy implementation, specifically how they interpret and implement policies to expand opportunities for underserved students (Mavrogordato & White, 2020).

Phenomenological research can be used to affect social change (Vagle, 2018). There must be an awareness of the complex role of school district leaders of ELL/ML services. Moreover, discussions and an understanding, a qualitative study can lead to an account, fill a void in existing literature, establish a new line of thinking, lift the voices of individuals who have been marginalized in our society, or assess an issue with and understudied group or population (Creswell & Poth, 2016).

Research Questions

The following research questions guided this phenomenological multiple-case study. These questions examine the lived experiences of SDLs in the NYS region of Long Island regarding the significance of their role in transforming their school district's ELL/ML services. The overarching research question was: What does it mean to be an SDL supervising ELL/ML services in the NYS region of Long Island? The specific research questions were:

- **RQ1-** How do SDLs of ELL/ML services describe their professional backgrounds and school district setting in relation to supporting the achievement of ELL/ML students?

- **RQ2-** How do SDLs of ELL/ML services describe transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population (challenges, successes, and impact)?

- **RQ3-** What meaning do SDLs of ELL/ML services give to the accounts of their lived experiences in relation to culturally responsive school leadership?

- **RQ4-** What do participants hope for, advise, and predict for ELL/ML services for the future?

Definitions of Terms

Advocacy for English language learners refers to promoting the benefits of multilingualism in society and crusading for ELLs in the United States. It encompasses acting on behalf of ELLs inside and outside the classroom; working for ELLs' equitable and excellent education by taking appropriate actions on their behalf -and their families-

who have not yet developed their own strong voice in their education (Staehr Fenner, 2013).

Bracketing describes the act of suspending one's various beliefs in the reality of the natural world to study the essential structures of the world (van Manen, 2016).

Best practices in instruction are Professional practices that encompass only peer-reviewed, trustworthy, evaluation, and metanalysis studies. Educational best practices which educators use to enhance student achievement in and by means of instruction.

Best practices in leadership are Leadership practices that enhance the facilitation of the safety, well-being, and achievement of all stakeholders; and support best practices in the instruction of educators. It is a promotion agency. These practices systematically pass rigorous assessments in the profession that provide evidence of effectiveness and the practice's reach, feasibility, sustainability, and transferability (Spencer et al., 2013).

Compliance with NYSED Commissioner Regulations ensures funding continues to be provided to school districts as they uphold ESSA. Part 154 of the NYS Commissioner of Education's Regulations hold that all school districts are required to adopt a policy on the education of ELLs, plan and provide appropriate services for them, and evaluate and report their academic achievement (NYSED, 2019b).

English language learner (ELL) is a nonnative speaker of English, such as students whose first language (L1) or Home Language (HL) is not English (NYSED, 2022).

Every Student Succeeds Act (ESSA) of 2015 amended the Elementary and Secondary Education Act of 1965 (ESEA) retained the definition of limited English proficient (LEP) but replaced the term with an English learner. Under ESEA, the

definition English learner—formerly called LEP—is a complex combination of objective and subjective criteria that states, and local education agencies must apply to identify students who need English language instructional programs and are eligible to receive federally funded supplemental services (Uro & Lai, 2019).

Essence is the Latin word for the state-of-being is *esse*, from which the English word "essence" is derived. Phenomenological researchers ask participants to recall and process the essence of their lived experience (Seidman, 2019). A phenomenon has an essence. It is not the human subjects or objects but the experience between subject and object. The essence is the experience between the two (Vagle, 2018).

A *gap* occurs when an outcome is significantly higher for one group than for another group, and the difference between the two groups' outcomes is also statistically significant; For example, average test score or level of educational attainment comparing general education students to ELLs or students with disabilities (SWDs; McFarland et al., 2017).

Instruction can begin with teacher-initiated, directive instructional strategy, approach, or method. The teacher responds to students because of gathering and interpreting evidence of comprehension. Student performance data collection drives further instruction. A teacher may facilitate an instructional approach. This is how you approach the objective you are teaching (Heritage & Heritage, 2013). The teacher may use a specific instructional method to decide how to deliver instruction.

Multilingual learners (ML) are learners of more than one language. Programs in which such students are enrolled can be transitional bilingual education (TBE), dual language program (DL), or a student taking a language other than English (LOTE)/world

language, also known as foreign language. TBE programs offer students of the same home language the opportunity to gain experience to speak, understand, read, and write in English while continuing to learn academic content in their home language. DL programs seek to offer students the opportunity to become bilingual, bi-literate, and bicultural while improving their academic ability. In most dual language programs, the students receive half of their instruction in their primary or home language and the remainder of their instruction in the target language (NYSED, 2019a).

A *shift* is a new paradigm or seeing through a new lens.

Abbreviations in the Study

This study employed the use of abbreviations of emic names, titles, and phrases. The following list includes those abbreviations and what they stand for. There are further explanations as each title or phrase is introduced in the context of this study.

- ABBC: Advocacy, best practices in instruction, best practices in leadership, and compliance conceptual framework

- CR: Commissioner regulations of New York State Education Department

- CRSL: Culturally responsive school leadership theoretical framework

- EL: English learner (a term used at the federal level and in other states)

- ELD: English language development

- ELL: English language learner

- ELT: English language teaching

- ENL: English as a new language

- ESL: English as a second language

- ESOL: English to speakers of other languages

- LEA: Local educational agencies

- LEP: Limited English proficient (federal term for ELLs)

- ML: Multilingual learner (formerly MLL)

- NYC: New York City

- NYS: New York State

- NYSED: New York State Education Department

- NYSESLAT: New York State English as a Second Language Achievement Test

- NYSITELL: New York State Identification Test for English Language Learners

- OBEWL: Office of Bilingual Education and World Languages

- SED: State Education Department

- SLA: Second language acquisition

- SBL: School building leader

- SDL: School district leader

- SWD: Students with disabilities

- TESOL: Teaching English to students of other languages

- UDSDOE: United States Department of Education

CHAPTER 2: LITERATURE REVIEW

In the first chapter, I introduced the topic and provided an overview and background of this study. Chapter 2 describes the framework of this study rooted in educational research. This chapter is organized by this study's topic, research questions, background, literature review, theoretical framework, and conceptual framework. As the researcher of this study, I conducted a comprehensive, critical review of the theoretical and research literature that pertained to this study.

As stated in Chapter 1, this study aimed to determine the lived experience of SDLs of ELL/ML services. I identified the relationship between the culturally responsive school leadership theoretical framework and the lived experiences of SDLs of ELL/ML services in the suburb of Long Island, New York as they transform paradigms in school districts while complying with newer educational regulations such as the national ESSA, and statewide CR Part 154. I addressed the shifts in educational regulations that directly affect the facilitation of ELL/ML services. This is the phenomenon under study. I also addressed current and projected future methods and approaches that create asset-based culturally responsive ELL/ML services. Another essential objective of this research involves narrowing the achievement gap for ELLs/MLs. In this chapter, I also expand on the complexity of the responsibilities of multilingual leaders like SDLs of ELL/ML services.

This literature review positions this current study in the context of peer-reviewed research and scholarly resources that directly relate to this study's topic. To begin, I present a critical synthesis of relevant themes and variables and demonstrates how this study addresses a gap in literature. Finally, I outline the theoretical and conceptual

framework of the study. This dissertation not only restates the available knowledge base on the topic of multilingual leadership but adds to it as I sought to answer the overarching research question: What does it mean to be a school district leader (SDL) supervising English language learner (ELL)/multilingual learner (ML) services in the New York State (NYS) region of Long Island? (Bloomberg & Volpe, 2018). I have created a conceptual framework of synergy, or cooperation, between advocacy, instruction, and compliance related to ELL/ML services as they interrelate and overlap the phenomenon. Each research question is supported by this review which investigated the following:

- ELLs/MLs in the United States, NYS, and the Long Island region

- SDLs of ELL/ML services

- Theory, approaches, and methods of:

  o Teaching English to speakers of other languages (TESOL)

  o English language development (ELD)

  o English language teaching (ELT)

  o Second language acquisition (SLA)

  o Multilingual education and bilingual education

- Instructional practices in TESOL, ELD, ELT, SLA, and bilingual education

- Advocacy for ELLs/MLs

- Compliance of education regulations; ESSA, and CR Part 154 2 and 3

- Leadership that transforms paradigms in school districts

- Culturally responsive school leadership

Background

Progressive legislation, advocacy, and longitudinal research regarding the academic achievement of ELL/ML students took place in the United States in the mid to late 20th century. Laws such as *The Bilingual Education Act of 1968* (reauthorized in 1994), *The Equal Educational Opportunity Act of 1974* (Wiese & Garcia, 1998), *Lau v. Nichols 1974* (*Lau v. Nichols*, 1974), and longitudinal research commissioned by the Reagan administration in 1983 whose findings were in *The Ramirez Report* (Cummins, 1992). More recently, at the beginning of the 21st century, modifications were made to federal and state education regulations that reflect advocacy and peer-reviewed research of TESOL and SLA best practices. As mentioned, the NCLB of 2001 (McGuinn, 2016) under the G. W. Bush administration was modified and shifted during the Obama Administration in 2015 to what is currently enacted and called ESSA (Saultz et al., 2019). Although this is progress, there remains an unfortunate gap in stakeholders' understanding of high-quality TESOL and SLA best practices that are universal (Ladson□Billings, 1995). Subsequently, this knowledge gap deters the full implementation of progressive education regulations. A gap in decisionmakers' and educators' knowledge of TESOL, SLA, and cultural responsiveness negatively impacts the lives of ELLs/ML as they widen the gap in ELL/ML achievement.

ELL Demographic

The enrollment rates of linguistically diverse populations in NYS are reflected in NYSED's (2020a) *New York State Multilingual Learner/ English Language Learner (MLL/ELL) Data Report*. By and large, NYS had 272,292 (10.4%) MLs in the 2017–2018 school year. The number of MLs had increased from 248,140 in 2015–2016 to

272,292 in 2017–2018. This reflects 9.7% growth in the length of 3 school years. ML enrolment in NYS suburbs and small cities, not counting New York City, had increased from 95,930 in 2015–2016 to 111,696 in 2017–2018, a growth of 16.4% in 3 years (NYSED, 2020b). The enrollment rates of linguistically diverse populations in the region of Long Island is only second to New York City in the highest percentage of students receiving ELL/ML services in NYS (Sugarman & Geary, 2018).

As the researcher of the current study, I am guiding readers to understand the multifaceted workings of SDLs of ELL/ML services on Long Island as they support this demographic's achievement while leading stakeholders in the process. This literature review begins by framing SDLs' professional backgrounds and school district settings in relation to supporting the achievement of ELL/ML students. This is done first by describing the current state of ELL/ML services on Long Island, New York; this is the setting. The context of this setting included but is not limited to shifts to current education regulations that directly affect ELL/ML services such as ESSA, CR Part 154, The NYS Blueprint for ELL Success (NYSED, n.d.-a), NYS culturally responsive-sustaining education framework (CR-S), and demographic shifts of ELLs on Long Island, New York.

Multilingual leaders such as SDLs of ELL/ML services can be seen as the characters of this phenomenological multiple case substantially impacts the achievement of ELL/ML students. The extent of such impact is affected by several variables as their responsibilities are complex. The agency and capacity to influence school districts in transforming paradigms also varies. Not only does this specific SDL carry out school district leadership responsibilities in their field of linguistic, expertise and multicultural

expertise, but they must also perpetually mentor all school district stakeholders regarding best leadership and instructional practices in supporting the achievement of ELL/ML students (Mavrogordato & White, 2020; Theoharis & O'Toole, 2011). There are education regulations and compliance that these multilingual leaders are supported by, yet there are problems, challenges, and obstacles in transforming paradigms of all stakeholders as SDLs of ELL/ML services act on implementing education regulations. The field of SLA, bilingual education, TESOL, and ELT have a robust range of seminal research, theory, methods, approaches, and best practices. When reading the literature, one can see the best practices for leaders of multilingual services manifests advocacy, best leadership and instructional practices, and compliance of education regulation that directly affect ELL/ML services.

The thorough experiences of such multifaceted educational leaders are unique. There is a dearth in the literature on implementing policies, more specifically implementation of regulations that directly affect ELL/ML services (Mavrogordato & White, 2020). What I have gleaned from this study supports valuable qualitative data concerning how educators must prepare for the future of ELL/ML services. These inquires guide us toward the theoretical framework of this study, culturally responsive school leadership, and the conceptual framework of advocacy, best leadership and instructional practices, and advocacy (ABC).

Current State of ELL/ML Services in New York - The Setting

There are education regulations that directly affect ELL/ML services. According to data.NYSED.gov, in NYS, there were 731 school districts that consisted of 4,413 public schools in 2021, with 125 public school districts on Long Island (NYSED, 2021b).

School district leadership is compelled to comply with NYS CR Part 154 2b to receive

Title III funding is significant for ELL/ML services. A major catalyst for paradigm shifts

in educational practices across NYS is a document the New York State Department of

Education (NYS DOE) Office of Bilingual Education and World Languages (OBEWL)

has imparted on school organizations in NYS. The Blueprint (NYSED, n.d.-a) confirms

ELL/ML advocacy efforts have made compliance standards more rigorous to support the

success of all students, maximize instruction and protect their rights as language learners

(NYSED OBEWL, 2014) It is also a didactic tool for educators who are not familiar with

best practices for ELLs.

ESSA and CR Part 154 and The Blueprint for ELLs

To protect the civil rights of ELL/ML students and show accountability of

properly using Title III funds and state aid, NYS School districts are compelled to

facilitate what is outlined in ESSA and CR Part 154 2 (Every Student Succeeds Act,

2015). In doing so, state and local education agencies are compelled to adapt their

educational services to the trends and influxes in immigration percentages in their region

as this phenomenon is influenced by the enrollment of linguistically diverse students

(McFarland et al., 2017). School district leaders throughout the United States are

evolving and adapting to the cultural and linguistic demographic. Several school districts

in NYS have been expanding their capacities to serve ELLs/MLs to meet the increasing

demand for more students who learn English as a new language (ENL; Zong & Batalova,

2015). As in previous years, all local educational agencies (LEAs) are required under Part

154 of CR Part 154, to develop a CR Part 154 Comprehensive ELL Education Plan

(CEEP) to meet the educational needs of (ELLs (CR Part 154-2[b; NYSED, 2020a). Yet,

challenges remain in this area that include the need for more certified teachers and new teaching partnerships (Clark-Gareca & Fontana, 2018). Despite these adaptive changes, school stakeholders in NYS continue to face challenges in areas including advocacy, compliance, and instruction for all ELLs/MLs. For example, surprisingly there are educational stakeholders who still perceive the growing number of multilingual learners as an obstacle, not an enrichment in our public schools. Also, ELLs/MLs are generally grouped in one demographic, yet a continuum exists enduring barriers to identifying and supporting ELL/ML students' individual needs (Migliarini & Stinson, 2021). These barriers may be specifically experienced by SDLs of ELL/ML services in NYS public school districts on Long Island.

Students new to a school district in NYS may or may not qualify to receive ELL/ML services as per a Home Language Questionnaire (HLQ) that parents/guardians fill out upon registering a new student to a school district (NYSED, 2021a). After a thorough study of the new student's documents and student work samples, it is determined by the designated and certified Language Proficiency Team if the new student takes the NYS Identification Test for ELLs or not (NYSED, 2015). If the student receives a score of five, they have demonstrated what is called commanding proficiency of the English language and do not qualify for services. If the new student scores lower, they qualify to receive language support services. A score of one is considered entering English language proficiency level. A score of two on the NYSITELL is evidence that the student is an emerging ELL. A score of three shows the student is at the Transitioning level, which is considered high intermediate English language proficiency. Finally, a score of four tells that the student has placed in the Expanding category, which is

considered advanced. The same proficiency levels and scores are the measurement that explains students' growth via the NYSESLAT. When a student achieves a cumulative score of five, they have achieved Commanding level of proficiency of the English language. That student no longer receives direct ELL/ML services, yet they are monitored for 2 school years and in those 2 years, they continue to receive testing accommodations designated by NYSED for ELL/ML students.

The academic achievement of students who are linguistically diverse has been the incentive of NYSED's endeavors to research, design, and advocate highly effective language programs and services. NYSED's OBEWL advocates, facilitates, and leads this mission (NYSED, OBEWL, 2014). This endeavor would provide students with equitable opportunities for success (NYSED, 2019b). As mentioned, NYSED sets a precedent at the state level with the most recent additions to CR Part 154 of 2007, CR Part 154-2 & 3 of 2014. CR Part 154-2 was modified again in 2016 and is the current standard of compliance of ELL/ML services in NYS. These modifications are the result of research-based theory, needs assessment, and advocacy. The modifications have shown some improvements in student achievement and graduation rates combined with a decline in the dropout rate (New York State United Teachers, 2020; NYSED, 2020c). Particularly, all graduates have opportunities to earn the NYS Seal of Biliteracy and early learning programming for ELLs and MLs has been strengthened. However, a gap in ELL/ML student achievement persists.

NYS and Culturally Responsive–Sustaining Education Framework

The NYS Board of Regents had verified the need for more effective and current frameworks and guidance to implement policies and regulations. Therefore, in 2018 they

directed the Office of P–12 Education and Higher Education to gather inquiry and input

from a select panel of experts and stakeholders. In an authentic effort, they developed an

original framework for culturally responsive-sustaining education. The New York

University Metropolitan Center for Research on Equity and the Transformation of

Schools, under the leadership of Dr. David Kirkland, drafted a robust guidance document

called culturally responsive-sustaining (CR-S) education framework (NYSED, 2019a).

The NYS Region of Long Island

The Long Island region of NYS is a suburb just east of New York City. There

were 125 public school districts in the Long Island region of NYS at the time of the

study. Long Island consists of two counties: Nassau and Suffolk. I have been an educator

in Suffolk County. Long Island, New York is distinctive from the other regions of NYS

for several reasons. To start, the population density is larger than in other NYS regions,

barring NYC. The enrollment rates of linguistically diverse populations in the region of

Long Island are only second to New York City in highest percentage of students

receiving ELL/ML services in NYS (Sugarman & Geary, 2018).

Current Models of ELL/ML Services in NYS

Program options for ELLs/MLs in NYS according to the state education

department (NYSED, 2020a) include the following.

Bilingual Education. Bilingual education programs exist in four ways.

Transitional Bilingual Education Program. Transitional bilingual education

(TBE) programs offer students of the same home language the opportunity to gain

experience to speak, understand, read, and write in English while continuing to learn

academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English.

Dual Language Programs. Dual language (DL) programs seek to offer students the opportunity to become bilingual, biliterate, and bicultural while improving their academic ability. In most dual language programs, the students receive half of their instruction in their home language, and the remainder of their instruction in the target language. Students learn to speak, read, and write in two languages, and learn about other cultures while developing strong self-esteem and diverse language skills.

One-Way Dual Language Program. In the one-way DL program model, students who come from the same primary or home language and or background can be bilingual or multilingual. The teacher or teachers provide instruction in both English and the home language simultaneously.

Two Way Dual Language Program. The two-way DL program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language (i.e., the second language that is being acquired/learned).

English as a New Language. Instruction in this program, formerly known as English as a second language (ESL), emphasizes English language acquisition. In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies. Some content area classes are Integrated ENL classes. Students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL

instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are cotaught by a certified content area teacher and a certified ENL teacher. In a Stand-alone ENL class, students receive English language development instruction taught by a NYS-certified teacher of English to speakers of other languages (ESOL) to acquire the English language needed for success in core content areas. This program typically serves ELL students from varying home/primary language backgrounds whose only common language is English and therefore cannot participate in a bilingual program (NYSED, n.d.-b).

Because there are other stakeholders who are not familiar with best practices for ELLs. Today a school district leader's role manifests a symbiosis of compliance, and instructional best practices due to advocacy for ELLs/MLs.

SDLs of ELL/ML Services – The Characters The present research is related to the field of educational leadership as it addresses gaps in the knowledge of what the concept is to be an SDL of ELL/ML services in the field of education. The definition of SLA theory and practice has developed since Krashen's research. Other researchers in the field have challenged and/or amended his seminal work. It is a complex, but not complicated field. As one can see this is a complex school subject, department organization and discipline. Diane Larsen-Freeman, a long-time leader in the field of SLA, stated languages arise via adaptation (Ortega & Han, 2017). So is the need for reorganization of ELL/ML services. As advocacy advances support for ELL/ML programs, compliance in the programs is strengthened. The participants of this study are SDLs of ELL/ML services who have some similar, yet very distinct challenges, successes, and impacts in comparison to other school district leaders.

Understanding how I define the complex role of an SDL of ELL/ML services is crucial to this study. They may supervise a very high or low population of ELLs. This may affect the title of the position they fill. Some who supervise districtwide ELL/ML programs may be called an assistant superintendent of bilingual and ENL services P–12, director of ENL and world languages, coordinator of bilingual and ENL programs, or others. This is a unique school administrative position. Indeed, their overarching responsibility is to facilitate the overall administration, supervision, and implementation of their school district's ELL/ML services. It is my belief that this SDL's role is enhanced by culturally responsive school leadership in the realms of advocacy, instructional best practices, and compliance. This theoretical framework and my conceptual frameworks synergize to improve communication on several levels and provide inquiry, encouragement, ease, enjoyment, and achievement in ELL/ML services.

SDLs of ELL/ML services are SDLs whose responsibilities include, but are not limited to, the undertakings I describe here. These specific SDLs work cooperatively with school building principals and other administrators in hiring, evaluating, and supervising ELL/ML faculty and staff. Accordingly, this SDL ensures compliance and quality of ELL/ML services including ELL identification, and placement of records of ELL students P–12. For the accountability purposes of compliance of education regulations, these SDLs must update and maintain all ELL data tracking systems. Also, in NYS they are charged with promoting the school district's ELL/ML programs through visitations, conferences, in-service courses, other professional development opportunities, meetings at the NYSED OBEWL, their Regional Bilingual Education Resource Network (RBERN) and community-based organizations. In various instances, this specialized SDL

collaborates with the administrator who oversees their district's programs that are funded by grants, and compliance relative to state funded programs for ELL students, student test exemptions and new funding sources. In addition, they prepare an ELL/ML program materials budget, distribute and order materials to district school building administrators and faculty. Also, this specific SDL is in charge of the oversight and/or administration of the annual NYSESLAT. Lastly, an SDL of ELL/ML services plans and facilitate informational meetings for parents/caregivers of ELL/ML students and avail support with translation and interpretation as needed for communications with families (OLAS, 2021). This unique SDL is at times the chief reporting officer/information officer designated by the school district's superintendent to directly report to NYSED regarding the school district's compliance of ESSA and CR Part 154. Altogether, these responsibilities set this particular SDL apart from any other. Likewise, the conceptual framework I have created outlines their responsibilities in a synopsis. This synopsis frames the meaning of what it means to be an SDL of ELL/ML services in the scope of advocacy, compliance, and instruction as they correspond to, and overlap the phenomenon. There are instances of an SDL also overseeing the world language department and/or the registration or intake department of their school district. The additional oversight of these departments compliments a multilingual leader like an SDL of ELL/ML services. To start, this role is usually filled by an individual who is multilingual. Also, upon registering a new student in an NYS school district students whose home language is a language other than English may qualify for ELL/ML services as per the NYSITELL entrance exam. It is at this time in registration that the registering parent or guardian is explicitly told in a language they understand what their choices may be for their child's ELL/ML program. An SDL of

ELL/ML services has similar, yet several distinct challenges, successes, and impacts than any other school district leader. The charge of this specific SDL also includes transforming paradigms in their school districts as they provide NYSED with a Comprehensive ELL Education Plan (CEEP) each year for accountability purposes (NYSED, 2020a). It is evident that SDLs of ELL/ML service are perpetually mentoring not just teaches with PD, nor students with instruction, but all school district stakeholders in matters of Multilingual Education (Bauler & Kang, 2020; Carnock, 2016; Clark-Gareca & Fontana, 2018; NYSED, 2019b).

Perpetual Paradigm Transformation: ELL/ML Service Implementation Problems and Challenges

A perpetual paradigm transformation occurs within the tasks of SDLs of ELL/ML services. This study challenges institutional structures that may serve as barriers for educational systems improvement. The immigrant population in who qualify for ELL/ML services are lacking economic and social advantages. ESSA has created standards in which ELL/ML services in public school districts combine with reflective learning to enlarge the classroom experience via parent/ guardian, and community outreach (Russell et al., 2021).

Transforming Paradigms Among Stakeholders Via Policy

It is evident that shifts in educational policies that directly affect ELL/ML services must then be implemented in a school district morally, ethically, and financially with fidelity (Mavrogordato & White, 2020; USDOE, 2021; Wyczalkowski, 2020). It is My assumption that SDLs of ELL/ML are the school leaders who are responsible for transforming paradigms among school district stakeholders to effectively implement

ESSA and CR Part 154 thus advocating for ELLs/MLs, supporting student achievement via best leadership and instructional practices, as remaining in compliance with NYS educational policies which ensures funding for said services.

Today a school district leader's role manifests a symbiosis of compliance, and instructional best practices due to advocacy for ELLs/MLs. Development of state EL policy frameworks like this are crucial. However, they are not sufficient. They must also guide stakeholders on how to improve opportunities and outcomes for ELLs. Policy implementation has several phases (Carnock, 2016; NYSED, OBEWL, 2014). Specifically implementing the policies in the current reality and situations of school districts. The Blueprint (NYSED, n.d.-a) and accompanying legislation, for example, met both excitement and resistance during implementation, with positive shifts occurring alongside funding and staffing challenges (Carnock, 2016). As more states develop comprehensive EL policy frameworks, their eyes should be on ensuring the resources and supports for widescale implementation and take-up (Umansky & Porter, 2020).

One misconception held by stakeholders is that ELLs are a homogenous subgroup. On the contrary, there is a continuum of ELLs. Not only does this continuum include the five language proficiency levels mentioned previously, but there are also more subgroups (Mavrogordato & White, 2020; NYSED, 2020b; Theoharis & O'Toole, 2011; Uro & Lai, 2019). For example, ELL/ML student academic readiness varies as we discover if a student is literate in their family's home language. Their readiness also can be affected if they were born in the United States or their family's native county. Specific trauma and anxiety inducing situations are specific to ELL/ML demographic. Trauma exposure, dislocation are the catalysts that shape the physical, mental, social, and

emotional needs of ELL/ML students. They also have specific academic needs that pertain to limited or interrupted prior formal schooling; and adjustment to the norms and characteristics of a new country, community, and school setting (Umansky et al., 2020).

As ELL population grows throughout our country, we see the need for school districts to reallocate funds. Douglass-Horsford and Sampson (2013) stated the U. S. education system is the foundation of the American dream. As educational leaders, it is our duty to prepare a richly diverse student population for academic proficiency, economic mobility, and life success. They tell us that educational legislators should not see the growing ELL population as a challenge but as an opportunity to upgrade states' leadership in educating our country's multilingual pupils. Funding ELL programs is not an added expense but rather a human capital investment essential to developing successful citizens and thriving state economies (Douglass-Horsford & Sampson, 2013). This report gives a clear and succinct argument to embrace the growing ELL population as an enrichment of our country's future. I appreciated five areas that state investment will yield the greatest return in investing in ELLs: A high-quality preschool, a comprehensive instructional program that encompasses ELL language needs and subject area curriculum, appropriate student and family support, sustainable PD for teachers of ELLs, and a welcoming school climate. It is crucial for school district leaders who supervise ELL/ML services to explore the comprehensive instructional program that addresses both English language development and the core curriculum (Douglass-Horsford & Sampson, 2013). Larson-Freeman (as citied in Ortega & Han, 2017) posited there has been a shift in the way we think about second language development compared to 20 years ago. Larson-Freeman has made 30 observations in the form of 30 aphorisms.

These observations framed the new normal in language learning, and it is in keeping with the spirit of complexity (Ortega & Han, 2017).

The Range of Agency, Capacity, and Influence of an SDL of ELL/ML Services

Specific catalysts and symptoms cause challenges, problems, and conflicts for ELL/ML services. This causes a wide achievement gap for ELL/ML students. Challenges arise as educational leaders facilitate the transformation of school districts to comply and create asset-based culturally responsive mission for all stakeholders. Cummins reports that The Ramírez Report's findings document the validity of vigorously promoting biliteracy as an effective means to overall educational achievement. However, Cummins (1992) also posited that a hidden language-minority curriculum in the United States has a negative impact on minority students.

There are several causes of the phenomenon under study. The catalysts for shifts in educational policies that directly affect the education of ELLs are the rise in students who qualify for ELL services and the ELL achievement gap. Subsequently, increasing immigration rates affect the enrollment rates of linguistically diverse populations. One cause of the phenomenon is the academic achievement of ELL/ML students, especially the achievement gap (Elfers & Stritikus, 2014). There is extensive research on how to support ELL achievement (Bauler & Kang, 2020; Clark-Gareca & Fontana, 2018; Cummins & Swain, 2014; Migliarini & Stinson, 2021; Russell et al., 2021; Uro & Lai, 2019). In the past, this knowledge was limited to applied linguistics, TESOL, bilingual educators, or foreign language educators. More recently, NYSED has manifested these research-based theories, methods, and approaches in education regulations. NYSED and the OBEWL have encouraged and better-instilled theory and best practices of SLA and/or

ELD in all aspects of education for all stakeholders in NYS. This is evident in The Blueprint where it is explicitly stated: "NYSED believes that all teachers are teachers of ELLs" (NYSED, n.d.-a, p. 1) This sums up the focus on transforming school districts so that we are all responsible for better serving ELL/ML students. However, the mission of the NYSED OBEWL is to ensure all NYS students, including ELLs, attain the highest level of academic success and language proficiency. This message does not manifest a school district's culture without the advocacy, compliance, and best instructional practices shared with all stakeholders, not just our TESOL and bilingual education specialists. I see a lack of reports that explicitly sight how this blueprint directly transforms all NYS school districts to manifest asset-based culturally responsive learning environments and opportunities for all students.

Staffing highly qualified faculty is a challenge in some school districts. There is a teacher shortage area in the areas of Bilingual and ENL Staffing Certified Teachers. An effect of the high standards for the teaching of ELLs is the need for highly qualified and certified teachers of ESOL and teachers who can earn a bilingual extension to their teacher certification. There are also other shifts that affect staffing the appropriate faculty (Sugarman, 2016). One major shift in staffing certified teachers of ESOL is the change from stand-alone ESL to Integrated Instruction delivery which is detailed in the next section. This is also known as coteaching (Honigsfeld & Dove, 2020).

In the fields of applied linguistics, bilingual education, SLA, ELT, ELD, and TESOL, there are numerous universal best practices that can be used not only to support language learners, but with all students in all content areas. Thus, these best practices intensely scaffold learning. This is especially true with vocabulary and concepts in

mathematics, social studies, science, world languages, and English language arts (Bauler & Kang, 2020). There are also several universal benefits in these best practices that address social emotional learning (SEL) needs (Ladson☐Billings, 1995). ELL/ML students have SEL needs, as all students do. Although, their needs are unique to this subgroup. They may feel challenged when expected to communicate well using their basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALPS) because they are still developing language. Also, there are stressors and trauma that are specific to certain immigrant groups. There are economic stressors as well (Umansky et al., 2020).

An aspiration of this study is to investigate highly effective asset based and culturally responsive preservice and in-service professional development of teachers and educational leaders. Additionally, I sought to find implications for high quality parent outreach that did emerge from the data collected and a brief overview of current literature, reports, research, and practice. The present research is related to national and state education goals. What is now ESSA, was once NCLB. It is reported that NCLB had oversimplified the assessment of ELLs in the United States. State education departments have made efforts to provide a more comprehensive policy approach for EL students, including The Blueprint (NYSED, n.d.-a), Hawaii State Board of Education (2018) English Learner Task Force Summative Report, and the California English Learner Roadmap (Briceño & Bergey, 2022). These frameworks signal state-level interest in providing a comprehensively stronger education for EL students, and a recognition that integrated policy planning and implementation may be a more effective approach to supporting EL students (Umansky & Porter, 2020).

The phenomenon under study is driven by advocacy, inquiry, and research. These aspects of SLA and TESOL endorse the advancements and shifts in educational regulations that support ELL/ML services. Examples of this are shifts from NCLB to ESSA and such as compliance of CR Part 154 and best leadership and instructional practices. Recent shifts, at the beginning of the 21st century, in federal and state education compliance such as the mentioned, Blueprint for ELLs Success (NYSED, n.d.-a), NYS CR Part 154 to CR Part 154 2 (b). Another shift that also affects the current state of ELL/ML services is how the Common Core Standards of 2011 to Next Generation Standards of 2013 catalyst of the phenomenon is advocacy of ELLs (Lee et al., 2013; Sugarman, 2016). Statewide professional nonprofit organizations such as NYS Association of Bilingual Educators (NYSABE), NYS Association of Foreign Language Teachers (NYSAFLT), NYS Association of World Language Administrators (NYSAWLA), NYS Council of Educational Organizations (NYSCEA), NYS Teacher of Students of Other Languages (NYS TESOL), and School Administrators Association of NYS (SAANYS; Broome-Tioga BOCES, 2022).

The federal phrase to describe the student group under study is "English learner" (ESSA, 2015). That phrase is mentioned 264 times in the ESSA Law document (ESSA, 2015). In NYS, the phrase is "English language learner" (NYSED, 2015)More specifically, this mandate stipulates "We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness" (NYSED OBEWL, 2014). It is clear The Blueprint demonstrates ELL/ML advocacy and research work guides high compliance standards more rigorous to support the success of all students, maximize instruction, and protect

their rights as language learners (NYSED, n.d.-a; NYSED OBEWL, 2014). It is also a

didactic guide for educators of TESOL to use when leading and mentoring colleagues

and parents in ways to best support ELL/ML student achievement. During the same

recent time that the Common Core Learning Standards have shifted to Next Generation

Learning Standards, instructional delivery of ELLs in NYS has been modified with a

focus on both language and content objectives. The instruction of ELLs has also been

modified by the staffing of teachers being certified in their content area, and TESOL K–

12. Also, the staffing of cotaught classrooms, which is also called integrated instruction

delivery (NYSED, 2022).

Research and advocacy have been principal catalysts for the parts of ESSA the

directly affect ELL/ML students. ESSA provides funding to improve our nation's P–12

schools. Local educational agencies, such as school districts, must steward a mission and

vision "to ensure that all children, regardless of race, socioeconomic status, gender,

disability status, primary language, or ZIP code, receive the education that they need to

be prepared for success in postsecondary education, careers, and citizenship" (NYSED,

2019b, para. X). The ESSA (2015) stated:

> Research shows that schools that are racially, economically, and academically
>
> segregated produce lower educational achievement and attainment for students of
>
> color and low-income students, which in turn limits their lifetime opportunities.
>
> At the same time, research also shows that socioeconomic and racial integration
>
> leads to higher academic outcomes for all students, closes the achievement gap
>
> for students of different racial and economic backgrounds, fosters critical thinking
>
> skills and the ability to communicate and work with people of all backgrounds,

reduces racial and ethnic prejudice while increasing cross-cultural trust and

relationships, decreases the likelihood of teenage pregnancy and interaction with

the juvenile justice system, and increases the likelihood of college going and

success. (Lines 140–149)

The phrase *limited English proficient* has been stricken from NCLB and inserted with

English learner in ESSA (ESSA, 2015). This is to promote multilingualism is an asset

and ELL/ML students are not limited in any way but developing the English language on

their learning journey. At the state level in NYS, the term ESL had been shifted to

English as a New Language (ENL; NYSED OBEWL, 2014). This is to accentuate the

respect to those learners who may already have second language other than English.

Collaboration among stakeholders is crucial in the instruction of ELLs/MLs for

several reasons. This is especially true between the TESOL certified teachers and

content/general education teachers. Educators must know that ELLs/ MLs can be

achieved with some extra support. They must also share a sense of responsibility for

teaching ELLs/MLs to successfully implement the instructional strategies that are known

to be effective. Current best practices now at the beginning of the 21st century are

metacognitive practices, sheltered observational protocol (SIOP), and visible learning

(Clark-Gareca & Fontana, 2018). An explanation of these best practices was necessary to

include in this chapter as I predicted participants would mention them in their interviews,

but that was not certain.

Two key questions are asked in this essay; "How can educators more skillfully

use interaction to give ELL students access to the language of complex texts?" and how

does anyone learn content specific language? Wong Fillmore argues that ELLs need rigor

in their curriculum. The essential challenge is for ELLs to gain access to complex academic language in content curriculum texts. They argue ELLs can be achieved via Common Core Standards. They posit rigorously content-based materials or the lack of them strongly affects ELLs academic achievement and acquisition of the English language. This essay warns readers that low standards and noncomplex material withhold the promise of Common Core Standards from ELLs. They highlight two obstacles that ELLs encounter: the gestalt of ELLs' needs, and how educators can facilitate new language and content area skills simultaneously. That author posits giving ELLs access to the school's curriculum by means of their home language, as least part of their school day as they are on the journey of acquiring the English language. We know this approach as bilingual education. Unfortunately, this approach is widely debated amount educational stakeholders, specifically policy makers (Cummins, 1999; Fernández, 1992; Krashen, 2021; Paap, 2019; Rhee, 1999). Fillmore (2014) also stated poor ESOL instruction that focuses on decoding and not on understanding and learning from text. They also mention ELLs may not have much contact with native speakers of English in some programs for ELLs. A big idea that the author shares is that language is required for academic learning. They believe that this can be accomplished through literacy. Also, language learning does not occur without comprehensible input and access to people who know the target language. That brings us to Fillmore's recommendation of examining complex content area sentences with ELLs. They suggest this be done as the teacher taps into students' background knowledge and grammatical skills. Fillmore believed all theories of SLA, whether strongly cognitivist or sociocultural, would agree with her recommendations (Fillmore, 2014).

This current study relates what Fillmore (2014) recommended because input from complex literature that contains tier III vocabulary in the target language is necessary for students to demonstrate growth. This can be supported by both Krashen's (1989) I + 1 and Vygotsky's (2012) zone of proximal development. NYSED has created and shared New Language Progressions. NYS NLA Progressions guide teachers of ELLs as we expose students to comprehensible contextualized input and suggest projects, objectives, tasks, that ELLs at each language progression can achieve and exceed. The NLA progressions seem quite reasonable. Educators of ELLs can collect data on student output by using the progressions as a rubric that drives instruction. The NLA Progressions create a statewide standard for ELLs. This acts as a guide for teachers of ELLs. Also, what Fillmore (2014) recommended supports best practices in guided reading. For example, they stated ELLs should be exposed to a variety of texts on the same topic. This is an excellent way for language repetition and gives students an opportunity to make connections between texts. Finally, they argue these recommendations enable ELLs to understand texts that once seemed incomprehensible (Fillmore, 2014).

Assessment

Formative and summative assessment is necessary in ELL/ML services for differentiated reasons. The first question posed in the article, *Consortia Struggle with ELL Provisions*, asks if a student answers a test item incorrectly on a state exam is it because of lack of content knowledge or lack of English proficiency. As of 2013, the goal of test designers is to provide ELLs the same opportunity as Former ELLs and native English speakers. How can this be done without diminishing authentic and valid test items? The Smarter Balanced Assessment Consortium and the Partnership for

Assessment of Readiness for College and Careers are two groups developing plans to achieve the goal. Both groups are designing computer-based exams that will be a valid assessment for "the widest possible spectrum of student" (Maxwell, 2013). This sounds near impossible unless the computer-based exam is like the GRE. When a test taker is accurate, the subsequent test items increase in difficulty. Maxwell reminds us that federal law requires ELLs enrolled in a U.S. school for at least 1 year to take state content tests for accountability purposes. According to his article ELL testing accommodations must be revisited. Besides Arizona and Massachusetts, which are English-only states and do not offer native-language support, other states accommodate ELLs during testing by reading test directions and commercial glossaries, giving tests in small groups, and allowing students to write answers in test booklets rather than on an answer sheet. One-on-one test administration is also an accommodation. The computer-based tests can solve the problem of commercial glossaries offering content instead of just word for word translation with the use of "pop up" dictionaries. Smarter Balanced is evaluating ways to pose test items with simpler language instead of compromising what is meant to be measured. Researchers at the Wisconsin Center for Education Research created a language complexity tool for test designers to rate items' grammar, vocabulary, and syntax sophistication.

Describe, explain, and elaborate are directives in kindergarten mathematics test items. Teacher must teach ELLs this language of instruction. In my experience math curriculum has evolved and is now more language based. ELA is also more rigorous. Students are not appearing to achieve in math due to the language of test items. Therefor this is a crucial problem that must be explored. My students' parents are concerned

43

because of their children's math scores. They say that even though their children are ELLs, they could at least succeed at mathematics. As the article concludes, ELLs will always struggle with test items even after test designer inquiry and application. The big takeaway from this article is that teachers must be prepared to help students develop their academic language skills across the content areas (Maxwell, 2013).

The present research is related to NYS education regulations for ELL/ML services. This study is guided by educational leadership theory, culturally responsive leadership theory. This leadership theory and practice has the potential to exponentially improve ELL/ML student achievement and create ease and connections among stakeholders, specifically school leaders, faculty, staff, students, and parents. It is evident in the historical background of SLA services nationwide, and statewide demonstrates how leadership theories mentioned compatible with the research in SLA and advocacy for affecting positive change in ELL/ML services at both national and state levels. Research studies reflect challenges, success, and impact in educators' approaches in filling the achievement gap of ELL/ML students.

The literature related to the current study was reviewed. The review indicates a negative impact on the achievement of proficiency of English by ELL/MLs due to the challenges in implementing education regulations like ESSA and CR Part 154. The graduation rates of ELLs are the lowest of all subgroup disaggregated data (NYSED, 2020c). The research on the language acquisition of ELLs provides information on how a student's educational background, SEL predictors, and parental involvement can impact ELLs positively or negatively. This subsection includes research on the perceptions of TESOL and ELD which holds both negative and positive perceptions by teachers.

Instructional and assessment best practices for ELL/ML students have been researched. The literature supports the current study's claim of the complexity of the role of SDLs of ELL/ML services as advocates, stewards of instructional leadership best practices, and compliance officers. Overall, it is evident they are leaders in society just via multilingual education. In this study's theoretical framework, CRSL, is linked to the perpetual solutions and impact of ELL/ML service implementation.

Theoretical Framework

New York State SDLs of ELL/ML Services are advocates, stewards of best instructional leadership practices, compliance officers, and agents of change in social justice via the leadership of multilingual education. I proposed CRSL to be an effective leadership style and framework for SDLs of ELL/ML services in NYS.

Best Leadership Practices in ELL/ML Services: Solutions

As previously stated, The NYS Blueprint stresses the importance of advocacy, compliance, and best instruction practices for all students in NYS. As previously stated, this document is supported by research, theory, and practice in: SLA, TESOL, ELD, or ELT. Culturally responsive leadership is a highly effective means for a multilingual leader to reach and affect positive change in their school district. CRSL includes behaviors that center inclusion, equity, advocacy, and social justice and has become important to research on culturally responsive education, reform, and social justice education (Khalifa et al., 2016). The theoretical framework is depicted in Figure 4.

Figure 4

Culturally Responsive School Leadership (CRSL) Theoretical Framework
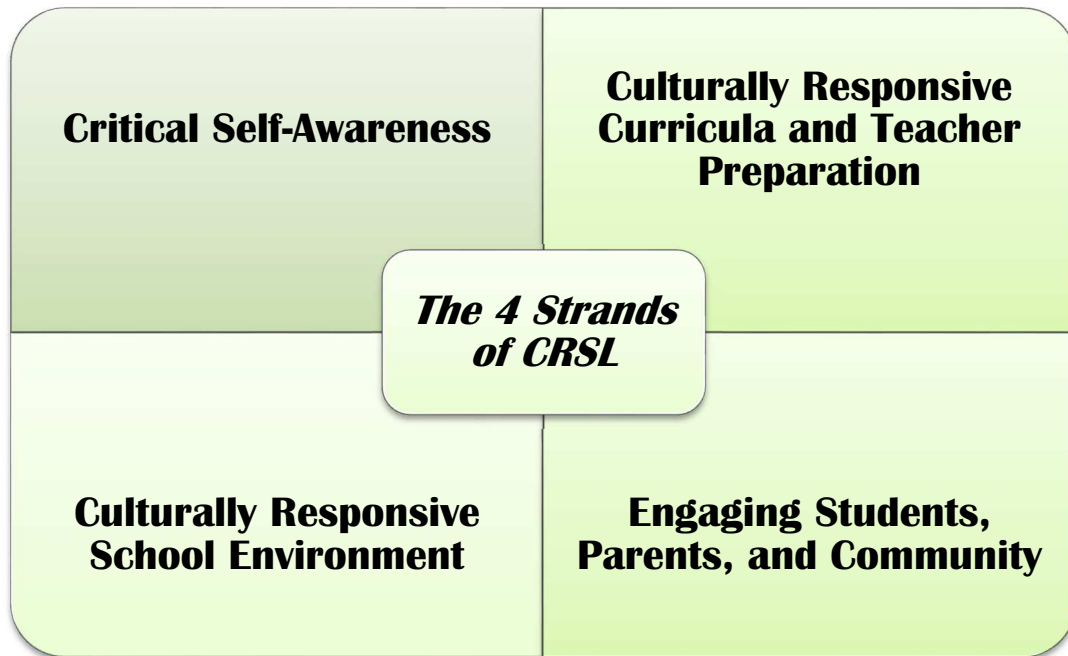
Note. CRSL = culturally responsive school leadership. Adapted from "Culturally Responsive School Leadership: A Synthesis of Literature," by M. A. Khalifa, M. A. Gooden, and J. E. Davis, 2016, *Review of Educational Research*, *86*(4). (https://doi.org/10.3102/0034654316630383).

Definition and Seminal Researchers of CRSL

Seminal research by theorists and research studies that support the application of this theory to this study are connected here. Culturally responsive pedagogies (Gay, 1994) and culturally relevant pedagogies (Ladson-Billings, 1995). This research has similar samples as the current study. This seminal research shares constructs or settings to the current study. This was created because of the effective school research of earlier years a metanalysis was conducted to reveal and clearly describe ways in which teachers,

and school staff, can essentially support the certain learning needs of minoritized students (Khalifa et al., 2016). Culturally responsive leadership as defined by Khalifa (2016) is leadership that "influences the school context and addresses the cultural needs of the students, parents, and teachers" (p. X). It stimulates the school environment and supports the cultural needs of students, parents, and teachers. These needs can include understandings, misunderstandings, microaggressions, and social emotional needs of all stakeholders.

Characteristics of CRSL

I deconstruct the CRSL characteristics in this next subsection and describe how they can benefit the leadership of ELL/ML services, thus enhancing student achievement and filling the achievement gap. To start, Khalifa et al. (2016) posited CRSLs are the educational stakeholders who are responsible for promoting a school climate inclusive of minoritized students. Such leaders also have an excellent rapport and relationships with school community members. These educational leaders encourage and steward in-service professional developments to ensure their teachers and staff, and the curriculum, sustain their responsiveness to minoritized students. Moreover, culturally responsive leadership is crucial in all settings (Khalifa et al., 2016). The four major strands of CRSL they identify through their metanalysis are critical self-awareness, culturally responsive curricula and teacher preparation, culturally responsive and inclusive school environments, and engaging students and parents in community contexts.

Critical Self-Awareness and Critical Self-Reflection

SLA theory and practice are essential, and there must also be a focus on providing equitable education for ELLs/MLs from an advocacy perspective. There is a need for a

change in basic assumptions of the way educational stakeholders view and approach the

education of ELLs/MLs. TESOL and other language instruction is an asset to our

educational system. Advocacy for ELLs/MLs core is teachers' expectations, teacher–

student interaction, collaboration between teachers, administrators, school district leaders,

and the community. School district leadership must provide high quality training for

content and general education teachers on strategies for ELL/MLs, create appropriate

formative assessments that drive the instruction of ELLs/MLs, inculcate those lessons

must include a language objective and a content objective (Staehr Fenner, 2013).

A study conducted at Berkeley demonstrated the need for school leaders and

principals to have a common understanding of what high-quality ELD truly looks like

and tools to monitor and support teachers and its implementation. The sample was three

elementary school principals in the Bay Vista United School District in California. It is

where the unprecedented court case advocating for ELLs, *Lau v. Nichols* (1974) was filed

by a class of Chinese American families. They claimed ELs were not given access to core

curriculum due to limited direct instruction on the structure and usage of the English

language. As a result, the court ruled in favor of the plaintiff and the school district was

instantly obliged to provide a minimum daily instructional block of ELD to all English

learners. This ruling remains. The mandatory compliance was reported as superficial at

best. A problem that this study also addresses is the lack of expertise school building

principals have at an alarming rate in the subject area, SLA, which oversees the ELD.

The sample participants were observed and given professional development in their

natural setting. The instrumentation was the three human participants, the researcher, and

the ELD teacher was used as the unit of observation. As the design of this study used

both design development methodology and action research methodology, the researcher

was the chief researcher and chief agent of change. Three dimensions of this design

include: the awareness of compliance orientation, principal's loci of control, and the

competence necessary to move leadership practice from compliance-oriented

observations to instructionally sound observations. The qualitative findings lead to the

researcher and the participants cocreating high quality professional development for

school leaders to effectively support instructional practices for ELLs. A limitation of this

study is the danger of advocacy bias in both design development and action research

(Hilinski, 2015).

Culturally Responsive Curricula and Teacher Preparation – Deconstruct and Reconstruct

Kim et al. (2014) proposed ways to correct the misconceptions numerous

educators have about educating ELLs. The authors stated that targeting new teachers in

forming accurate pedagogical knowledge of ELLs. The method recommended in this

article to do so is organized in four instructional issues: (a) Issue 1 - Time: Give teachers

of ELLs time during the school day for professional development; (b) Issue 2 -

Practicality of Information: A menu of vital ELL topics should be facilitated; (c) Issue 3 -

Working Environment: Create structures that encourage vertical and horizontal

communication about curriculum and decision making for students; (d) Issue 4 -

Commitment and Meaningful Participation: Teachers gain a stronger center of

commitment and meaning when they find growth in teacher identity just as meaningful

and practical as when they find specific instructional strategies and content knowledge.

This article provides excellent support for educating and informing educational

stakeholders regarding the needs of ELLs. It is by building a strong educational

community for ELLs they will achieve. Teacher ESOL skillset is the foundation of an

ELL's educational experience. Building well informed teachers through sustainable

professional development is crucial to ELLs' academic success (Kim et al., 2014).

Culturally Responsive and Inclusive School Environments – Agency and Action

The actions SDLs can take depend on the organization map of their school district

and other school cultural aspects that guide their school district. Therefore, agencies and

their capacity to influence school districts in transforming paradigms varies as well. As

stated earlier, not only does this specific SDL carry out school district leadership

responsibilities in their field, but they must also perpetually mentor all school district

stakeholders regarding best leadership and instructional practices in supporting the

achievement of ELL/ML students.

As school districts are compelled to adapt their educational services and school

environments to the trends and influxes in immigration percentages in their region as this

phenomenon influences the enrollment of linguistically diverse students (McFarland et

al., 2017). Misunderstandings and microaggressions can be avoided and the social

emotional needs of all stakeholders can be addressed when a leadership ideology like

CRSL manifests and is nurtured throughout an inclusive school district environment.

Engaging Students and Parents in Community Contexts – Support and Sustenance

A community of collaboration between educators for the academic achievement

of ELLs/MLs is necessary. Educators must be aware of the area in which ELLs/MLs

require advocacy efforts and the reasons these efforts are needed to be effective

advocates for ELL/ML. Teachers need clear and effectively delivered instruction in

advocacy tools to serve as a voice for their ELL/ML student who may not yet be able to advocate for themselves. Connections, relationships, and their interactions define how complex systems operate. This continuum is complex. Complex systems are comprised of numerous interacting parties that must be understood together and holistically. Moreover, the parts and their interactions cause new parts to form, along with new structures and new rules of behavior. This speaks to the connection between school district leaders, school building leaders, teachers, support staff, students, and parents. Complex systems are not static; they are emergent, adaptive, dynamic, and changing (Pappamihiel & Walser, 2009). Like some states, New York's educational stakeholders that directly affect the achievement of ELL/ML students range from state level educators to the community and advocacy groups.

CRSL Applied to the Current Study

This theoretical framework fits with this current study and prior research. It makes sense with this this topic. It is my inquiry to explore and describe what it means to be and SDL of ELL/ML services in the NYS region of Long Island. To establish the value CRSL has in the lived experiences of multilingual education leaders, I established participants' background and school district setting as they relate to supporting the achievement of ELL/ML students. I then investigated how SDLs of ELL/ML services describe transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population (i.e., challenges, successes, and impact). Once that is established in the data collection, I analyzed participants' responses to identify what meaning SDLs of ELL/ML services give to the accounts of their lived experiences in relation to culturally responsive

leadership. Lastly, I sought to probe and examine participants' hopes, advice, and predictions for ELL/ML services for the future.

The Blueprint for English Language Learners' Success stresses the importance of advocacy, compliance, and instruction for all students in NYS (NYSED, n.d.-a). This document is supported by research, theory, and practice by the previously detailed; SLA, TESOL, ELD or ELT. I believe CRSL (Khalifa et al., 2016) is a highly effective means for a multilingual leader to affect positive change in their school district. In this section, CRL is defined. Then, characteristics of CRSL are explained. Lastly, I connect CRSL to this study.

The current state of ELL/ML services contrasts with the prior 40 years in TESOL. Across the years of the TESOL field's growth, there has been a steady questioning of the impact of standard English and how it caused a filtering out of populations, both locally and internationally. At the same time, a growing critique of the privilege of standard English also initiated studies on world Englishes, language variation, and people's identities as part of the broader picture of sociopolitical, cognitive, and social influences on of how people developed English as a foreign or second language. In fact, in the professional standards established by the TESOL organization, there are explicit expectations regarding respect for cultural diversity and for all teachers to abide by these (Austin, 2009).

School reform begins with researchers and advocates identifying a problem and an action plan, yet school district leaders are the ones who make decisions to facilitate implementation and influence school building leaders, teachers, and other stakeholders to efficiently sustain reform initiatives. An educational leadership framework that manifests

awareness, inclusivity, connection, and representation of various cultural aspects is CRSL. As defined by Khalifa, CRSL is leadership that "influences the school context and addresses the cultural needs of the students, parents, and teachers . . . particularly those marginalized in most school contexts" (Khalifa et al., 2016, p. 1274). Furthermore, CRSL describes leaders who connect with all stakeholders in and surrounding the school community they serve. Important steps in this style of leadership emphasize the importance of visibility in the community where the school is located. Also, nurturing in-service professional development that updates faculty skills sets to serve the changing demographics of a school district. Moreover, CRSL stimulates the school environment and supports the cultural needs of students, parents, and teachers. With this leadership ideology misunderstandings, and microaggressions can be avoided and the social emotional needs of all stakeholders can be addressed. Through a meta-analysis of Cultural responsiveness in education Khalifa organizes four clarifying strands which include: critical self-awareness, teacher preparation, school environments, and community advocacy (Khalifa et al., 2016). Initiatives that strive to transform paradigms among educational stakeholders are crucial in getting everyone to conceive, believe, and achieve effective practices in supporting ELL/ML student achievement. As one can see, the behaviors of a school district leader who manifests CRSL are inclusion, equity, advocacy, and social justice. Thus, a leader who manifests CRSL stewards reform in a highly effective manner as they ensure connectedness throughout their school district.

In conclusion, through this thorough literature review of this study's theoretical framework, it is evident that this current study "A Phenomenological Multiple Case Study of SDLs of ELL/ML Services in the Long Island Region of New York State"

aligns with my research study's inquiry into what it means to be an SDL Supervising ELL/ML services on Long Island. After participants described their professional backgrounds and school district setting in relation to supporting the achievement of ELL/ML students, I investigated how SDLs of ELL/ML services described transforming paradigms as they led their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population (challenges, successes, and impact). Subsequently, via interviews I probed what meaning participants gave to the accounts of their lived experiences in relation to culturally responsive leadership. Finally, CRSL guided the exploration of what participants hope for, advise, and predict for the future of ELL/ML services.

Conceptual Framework

This study's theoretical framework, CRSL, represents standards in the conceptual framework I designed for this study; advocacy, best leadership and instructional practices, and compliance (ABC). This conceptual framework includes keystone elements that are structured as an interlaced tapestry that are synergistic when paired with CRSL. Each aspect in this conceptual frame fosters the complex processes of the multifaceted role of SDLs of ELL/ML services. This specific SDL must weave their expertise in multiple fields such as SLA, highly effective educational leadership, policy implementation practices, budgets, funding, and culturally responsiveness in their realm of influence. At these high levels of theory and practice competencies, an SDL of ELL/ML services can transform paradigms in achieving success with our ELL/ML students and enriching the connections between stakeholders in the school community. This ABC conceptual framework illustrates three realms of responsibility that overlap in

the phenomenon. It is these ABC concepts that SDLs of ELL/ML services must actualize as they lead to actualize CRSL. Professional development structures for multilingual school leaders in NYS are already in place through the NYS OBEWL which brings a collaborative, equitable statewide opportunity for a significant transforming of stakeholders' paradigms in supporting the achievement of ELL and ML students (NYSED OBEWL, 2014).

This study supports the description of the interrelationships of SLA and TESOL advocacy, instruction, and compliance in the participants' SDL experiences and transforming paradigms in this conceptual framework. As previously mentioned in this chapter, the role of SDL of ELL/ML services is multifaceted as this role is manifested by all three categories of stewardship: advocacy, compliance, and instruction. Only those who have worked in the role of an SDL of ELL/ML services can say otherwise. A graphic organizer of this study's conceptual framework may be seen in Figure 5.

Figure 5

Advocacy, Best Practices in Instruction, Best Practices In Leadership, and Compliance (ABBC) Conceptual Framework
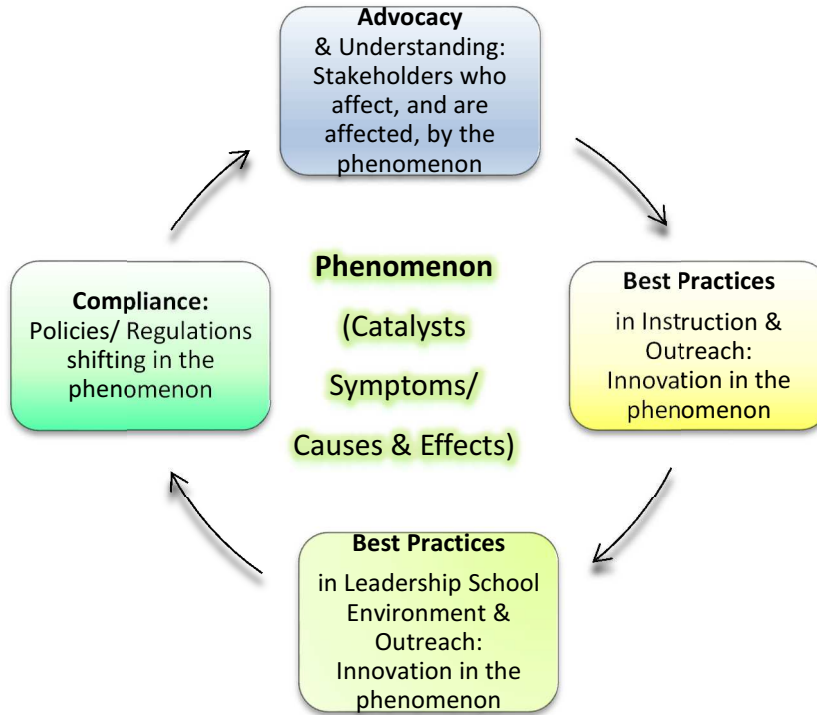
Note. ABBC = Advocacy, best practices in instruction, best practices in leadership, and compliance

Advocacy

Advocacy and research in the field of SLA, TESOL, and bilingual education supports decision making to create boundaries of compliance to protect the rights of ELLs/MLs and support their success at a high standard. The education policies and compliance are the scaffold to which LEA must comply with to receive funding. The compliance of such educational policies is due to research and advocacy which enhances the success of our ELL/ML students. When an SDL of ELL/ML services, students, teachers, parents, and other stakeholders steward this are setting up for high achievement

and success. Advocacy for ELLs means promoting the benefits of multilingualism in our

society and crusading ELLs in the United States. It encompasses acting on behalf of

ELLs both inside and outside the classroom and working for ELLs' equitable and

excellent education by taking appropriate actions on their behalf, and their families, who

have not yet developed a strong voice in their education (Staehr Fenner, 2013). Once

again, the NYS Blueprint is a result of ELL/ML advocacy and has designed compliance

that sets high standards, maximizes instruction, and protects the civil rights of ELLs/MLs

(NYSED, n.d.-a). The National Education Association (NEA) has detailed a Framework

for the Advocacy of ELLs. Its tenants are: The Need, Action, Curriculum Access and

Language Rights, Educator Training and Preparation, Partnering with Families and

Communities, Fair School Funding, and other Advocacy Strategies (Bradshaw et al.,

2013). This study examines how school district leaders can transform asset-based,

collaborative, and inclusive learning opportunities and services for ELLs/MLs.

Best Practices: Leadership and Instruction of ELLs/MLs

   Through this study, I sought to confirm that CRSL is a highly effective leadership

best practice that SDLs of ELL/ML service can nurture and manifest in their school

district and community. Multilingual leaders like them are in the field of SLA. SLA

theory, and discipline of nature, development, and proficiency of a second language

(L2)/target language (TL) are one of the main foci in their practices. SLA is the study of

how second, or new, languages are learned. It is the study of how learners create a new

language system with only limited exposure to a second language. SLA assesses and

explains why most second language learners do not achieve the same degree of

proficiency in a second language as they do in their native language; it is also the study of

why only some learners appear to achieve native-like proficiency in more than one language. Moreover, the study of SLA draws from, but is not limited to linguistics, psychology, psycholinguistics, sociology, sociolinguistics, discourse analysis, conversational analysis, and education (De Angelis & Selinker, 2001). In the late 1960s, authors began to draw on a variety of fields of teaching and learning such as linguistics, language teaching, sociology and psychology which created a process based on gathering research and theory building. In the late 1980s, there was a boom in English language teaching worldwide. That is, ESL and English as a foreign language. Two overarching, yet somewhat contradictory catalysts for SLA research remain today. One challenge that teachers of ELLs face is whether learning a new language is as natural as learning the first language, also whether learning a new language requires different thought processes and instructional methodology (Macaro & Lee, 2013). The Common Core Learning Standards have shifted to Next Generation Learning Standards. Instructional delivery of ELLs has been modified with a focus on both language and content objectives. The instruction of ELLs has also been modified by the staffing of teachers being certified in their content area, and TESOL K–12. Also, the staffing of cotaught classrooms, which is also called integrated instruction delivery.

Instruction can begin with teacher-initiated, directive instructional strategy, approach, or method. The teacher responds to students because of gathering and interpreting evidence of comprehension. Student performance data collection drives further instruction. A teacher may facilitate an instructional approach. This is the way in which you will approach the objective you are teaching (Heritage & Heritage, 2013). The

58

teacher may use a specific instructional method as they decide how they will deliver instruction.

NYSED has changed the requirements for ELLs/MLs instruction. Instead of the former language proficiencies, Beginner Intermediate, Advanced, Proficient; language progressions are Entering, Emerging, Transitioning, Expanding, Commanding. There is also a fast track for non-TESOL certified teachers to get a TESOL extension. Yet the opposite is not true for TESOL certified teachers to be on a fast track for math, social studies, ELA, or elementary certification extension. Giving non-TESOL certified teachers an opportunity to earn 15 credits in TESOL is not an effective staffing strategy.

Compliance

In this study, the phrase *compliance* implies complying with state education department commissioner's regulations ensures that funding continues to be provided to school districts as they uphold ESSA. CR Part 154 holds all school districts are required to adopt a policy on the education of ELLs, plan and provide appropriate services for them, and evaluate and report their academic achievement (NYSED, 2019b).

In my research design of this current study, I linked the theoretical framework, CRSL, to this study's conceptual framework as it supports the realms in which an SDL of ELL/ML services encourages the need for their school district, moreover our society, to understand and embrace ELLs/MLs as they are assets to our education system. TESOL methods, approaches and technique are all just good teaching. It is a universal design. Advocates have worked diligently, and educational stakeholders and decision makers have listened. Their dialogue and symbiosis have been the foundation for CR Part 154 compliance guidelines.

Conclusion

This literature review provided a deeper understanding of the nature of the relationship between the theoretical framework and how the conceptual framework develops in the context of ELL/ML services on Long Island, New York. In this study, I address the shortcomings in the existing literature by the data collection of artifacts and three interviews of participants who have experienced and are experiencing the phenomenon and its causes and effects. This study contributes to the educational leadership practices of making crucial decisions and daily facilitation of filling the ELL/ML achievement gap.

The present research focus fits in previous scholarship as it supports and extends how to perform inquiry of lived experiences of supervisors of ELL/ML service; what influences the successes and challenges in the phenomenon of being an SDL of ELL/ML services in K–12 public school districts in NYS. This study is needed because the data that is collected is through the lens of a specific sort of school leader (Mavrogordato & White, 2020). This chapter was developed to provide a deeper exploration of the context, the theoretical framework, and conceptual framework through which this study's research questions explored. The context of this study was thoroughly explained to the reader starting with the federal, state, and local context of the study. I posited a clear definition of the roles and responsibilities of the participants of this study who are SDLs of ELL/ML services. A clear explanation of the phenomenon in which participants are experiencing in their role as SDL of ELL/ML services: the shifts in education regulations and how participants are expected to transform their school districts to comply with such regulations.

Researchers cited in this chapter have demonstrated that CRSL is crucial to leading and managing highly effective ELL/ML services. Authors cited in this chapter have also established the criticalness of advocacy, best leadership and instructional practices, and compliance with state education regulations are when leading and managing ELL/ML programs. Finally, an exploration of the research related to school district leadership of English Language services was presented to clarify the necessity of this study and future studies like it, in addition to establishing a foundational approach to the elements of this phenomenological multiple case study. The review of the literature highlights the social justice implications in education, including advocacy, best instructional practices, and compliance.

In Chapter 3 of this study, I describe the methodology used to collect data from participants to inquire about their challenges, successes, and impact in their experience as an SDL of ELL/ML services transforming districts to comply with CR Part 154 and deliver high quality ELL/ML services. This methodological description includes this study's procedures for data collection and analysis, research design, the participants in the study, trustworthiness of this study's design, research ethics, and this researcher's role in this study. The phenomenological multiple case study research design of this study is detailed in Chapter 3, including methods and procedures, setting, participants, data collection, trustworthiness of the design, research ethics, data analysis approach, and researcher role.

CHAPTER 3: METHODOLOGY

The objective of the qualitative data collection and analysis of this study is to examine the essence of the experience of school district leaders (SDLs) of English language learning (ELL) and multilingual learner (ML) services. I analyzed data by coding patterns in themes. This study's triangulated data included artifacts, interviews, and member-checking (Creswell & Poth, 2016). I primarily reflected on essential themes that have been detailed in Chapter 2, which characterize the phenomenon in multiple cases. However, I also included other themes that emerged in data collection and analysis procedures (Saldaña, 2021). This study can help future researchers replicate or extend a study that investigates how SDLs of ELL/ML services function, affect change, improve practices, resources and support needed for ELL/ML services to be highly effective. This is vital to our education system during a time of changes in advocacy, educational policy, and society. Accordingly, four research questions guided this process. This chapter details this study's research questions, methods, setting, instruments, participants, data collection procedures, trustworthiness of the study's design, research ethics, data analysis approach, and researcher's role.

This present study design is phenomenological as it is based on several considerations. First, phenomenology is a human science. Second, it promotes a certain concept of progress. Lastly, various phenomenological approaches are practiced in fields of study which include curriculum, teaching, administration, psychology, policy studies, sociology, and philosophy of education, counseling, therapy, teacher education, and others (van Manen, 2016). Qualitative methods, including triangulation, were used to

analyze the data. Data imparted a variety of sources for authentic analysis of participants'

experiences. Interview questions reflect the research questions of this study.

Methods and Procedures

Research Questions

I answered four research questions via artifacts collection, interviews, and

member-checking. I aligned these data sources to all four research questions as interview

questions. This is reflected research questions. This data provided an in-depth description

of how school district leaders view the essence of their lived experiences as SDLs of

ELL/ML services in the Long Island region. The specific research questions to be

investigated that emanate from the research topic are:

The overarching research question for this study was: What does it mean to be a

School District Leader Supervising English Language Learner/ Multilingual Learner

(ELL/ML) services in the New York State region of Long Island? Following are the

specific research questions:

RQ1- How do SDLs of ELL/ML services describe their professional backgrounds and

school district setting in relation to supporting the achievement of ELL/ML students?

RQ2- How do SDLs of ELL/ML services describe transforming paradigms as they lead

their school districts in complying with shifts in educational regulations mandated/

implemented for this learner population (challenges, successes, and impact)?

RQ3- What meaning do SDLs of ELL/ML services give to the accounts of their lived

experiences in relation to culturally responsive leadership?

RQ4- What do participants hope for, advise, and predict for ELL/ML services for the

future?

Setting

The setting for this study is a specific region of NYS; in particular, three suburban NYS public-school districts in the suburbs of Long Island that have a large ELL/ML population (Saldaña, 2021). The participants of this study are three SDLs of ELL/ML services of three different Long Island K–12 school districts. Furthermore, it is important to understand the demographic setting because it greatly influences the challenges, successes, and impacts of participants in this study.

I recruited three participants to enrich data and possible diverse interview responses. Participants in the targeted population were chosen based on the percentage of identified ELL/ML students in their school district, their availability and willingness to participate in this study. Their identity and specific school district are kept confidential, and each participant has been identified as Participant Red, Participant Orange, and Participant Violet.

The ELL/ML percentage in their school district may not be relevant in a phenomenological study in this current chapter yet it adds depth to reporting this study's data in Chapter 4. The scope of a Multilingual Leader's power throughout their school district may increase or decrease their influence to affect a transformation.

Table 1

Students in Each Participant's School District Who Qualified for ELL Services

School	Orange's school district		Violet's school district		Red's school district	
Students	Percentage of students receiving services	# of ELL students 2015–16	Percentage of students receiving services	# of ELL students 2015–16	Percentage of students receiving services	# of ELL students 2015–16
Numbers	7.9%	400+	17.7%	1,200+	30%	6,500

Note. Information came from the public-facing websites of each district and is not cited for purposes of anonymity.

Participants

The goal of a phenomenological study is to uncover the fundamental essence of an experience shared by participants. These comparisons and divergences are fully discoverable in any individual case. Creswell and Poth (2016) defined sample size as an element that "generally follows the guidelines to study a few individuals or sites, but to collect extensive details about the individuals or sites studies" (p. 327). Theoretically, a sample size of one would suffice (Dukes, 1984). However, I collected data from three participants, rendering this study as a phenomenological multiple case exploration. There is an effective number for this study's topic and design because of the specific setting which may hold similar and distinctive variables in each participants' experiences. Participants were spoken to directly and I obtained artifacts of three participants' respective school districts in the context of their roles as districtwide administrators (Creswell & Poth, 2016).

In this study, at times I refer to participants as multilingual leaders. I connected and continued to connect with participants in professional circles and professional organizations via email, phone calls, and face to face approaches to invite school district

leaders of ELL/ML services to partake in this study. I have a professional relationship with participants. Participants received an invitation letter. They all accepted and signed the letter of consent.

Data Collection Procedures

This study's data collection had three phases. The first phase is the orientation and overview phase. The second phase of interviews is focused exploration. The third and last phase is the member-checking phase (Seidman, 2019). During the first phase, I was able to glean knowledge about each participant's setting and background through the study of artifacts that support each SDL's ELL/ML services in their respective school district. This first phase also included a brief orientation interview of each participant. The objective of data collection at this phase was very open ended (Lincoln & Guba, 1985). There was an overlap between this orientation phase and the initiation of the three-interview series, as can be seen in Figure 6 in the three-interview series model.

Figure 6

Data Collection and Analysis: Seidman's Three-Interview Series Model

Methodology:
Integrated Data Collection and Analysis
Phenomenology - Lived Experiences
Seidman's Three-Interview Series Model

Phase 1
- Background Interview
RQ1
Background and Setting

Phase 2
- Current Experience Interview
- RQs 2 & 3
- Being

Phase 3
- Member Checking Interviw
- RQ 4
- Making Meaning
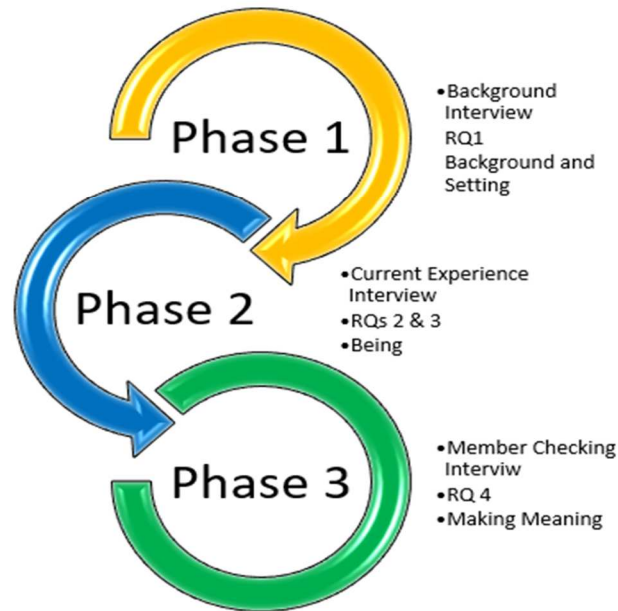
Note. Adapted from "Interview as Qualitative Research: A Guide for Researchers in Education and the Social Sciences," 5th ed., by I. Seidman, 2019. Teachers College Press.

The second phase of this study's interviews was focused on exploration. I analyzed Phase 1 data beforehand to comprehend participants' setting and background more efficiently in preparing for Phase 2 of the three-interview series. During Phase 2, interview protocols were used to obtain in-depth information about significant elements (Lincoln & Guba, 1985). Interview questions and protocol are in Appendix B. The third and last phase of the three-interview series structure was the member check phase. I

analyzed the data collected from Phase 2 and wrote a narrative of the findings. Subsequently, I took the report to the three participants who provided the data for a follow up of clarification and inspection. This practice is to gain accuracy that encapsulates participants' descriptions to ascertain credibility (Lincoln & Guba, 1985). In this study, the data collection instruments are the researcher, the three participants, the interviews, the artifacts, and the member-checking. Overall, Lincoln and Guba (1985) stated, "The instrument of choice in naturalistic inquiry is the human" (p. 236). Benefits of the human instrument are opportunities for clarification and summarization, also the opportunity to explore atypical or idiosyncratic responses. A human instrument can summarize data on the spot and give feedback to respondents for clarification, correction, and amplification (Lincoln & Guba, 1985). The next subsections describe how artifacts are collected, and the protocol of the three-series interview process with member checking.

Artifacts

I needed to unsure an understanding of the context of each participants' experiences to approach and interview them in a highly effective manner. The heart of an organization is its culture, and it can be understood by gathering and analyzing tangible items of a school district, the visible physical environment, and the structural elements such as organizational charts (Schein & Schein, 2017). Therefore, my understanding has been supported by gathering artifacts that give background on participants' context at SDLs of ELL/ML services. I identified the ELL/ML services offered at each participant's school district and the percentage of their student body who qualifies for ELL/ML services.

Artifact analysis was linked to this study's research questions. Therefore, I gathered the artifacts and assessed them through the lens of this study's theoretical and conceptual frameworks; culturally responsive school leadership (Butin, 2009). I aligned artifacts with the four strands of CRSL and the four aspects of this study's conceptual framework, ABBC. As mentioned in Chapter 2 they are, Critical Self Awareness, Curricula and Teacher Preparation, Inclusive School Environments, and Engaging Parents and Community. Such artifacts include, but are not limited to; literature that supports them professionally, professional organization membership, curriculum maps, leadership organization maps, professional development calendar for teachers, Title III and other funded programs offered in their school district, parent outreach/home-school connections, district adopted learning resources, awards, newsletters, annual reports, board of education meeting minutes, evaluation reports, and graduation rates. Artifacts were gathered via NYSED resources, and from each participant's school district information resources which is shared under the Freedom of Information Law (FOIL). The data from collected artifacts reflect the concept of the multifaceted role of school district leaders of ELL/ML services as they relate to but are not limited to instruction, compliance, and advocacy.

Interviews and Member-Checking Protocol

Leading a series of three distinct interviews with every participant is a comprehensive method of probing the meaning of their experiences in their contexts (Seidman, 2019). Participants' multiple perspectives and meanings of the phenomenon support themes developed in this qualitative report (Creswell & Poth, 2016). The purpose of in-depth interviews is to uncover an understanding of the lived experience of

participants and the meaning they make of that experience (Seidman, 2019). All interviews followed Seidman's three-interview series. The first interview establishes the context of the participants' experiences. The second interview allows participants to reconstruct the details of their experience in the context in which it occurs. The third interview encourages the participants to reflect on the meaning their experience holds for them (Seidman, 2019). The time frame of each participant's interview is proposed to be 30 to 60 minutes, but no longer than 60 minutes. The interviewer will maintain a delicate balance between providing enough openness for the participants to tell their stories and enough focus to allow the interview structure to work (Seidman, 2019). To elicit meaningful and profound responses that take the form of a narrative I scaffolded participant's answers with probing topics in the interview protocol and phrases like: (a) Tell me more, (b) Can you give me an example? and (c) What do you think others may think of this? (Butin, 2009). The instruments used for interview recording were Web Ex video conference application. I also took notes during interviews. A reflective research journal enhanced confirmability as it offers me, as the researcher, opportunities for reflection. Interviews were transcribed by hand and via Dedoose. As stated, this study's interview protocol reflected this study's framework and research questions. The data from participant interviews were later analyzed to reflect the meaning and understanding of the multifaceted role of school district leaders of ELL/ML services as they relate to SDLs account of their lived experiences.

Trustworthiness of the Design

This study was done theoretically which denies the possibility of generalization. This study is stable and will be replicable. Primarily the replicability of this study is

transferable as this researcher or other educational researchers can study SDLs of other

regions of NYS: Western New York, Finger Lakes, Southern Tier, Central New York,

North Country/Adirondacks, Mohawk Valley, Capital District, Hudson Valley, and New

York City. Furthermore, this study can be replicated in each New York City borough,

Manhattan, The Bronx, Brooklyn, Queens, and Staten Island. For a smaller setting, each

NYS county can be a setting for a replication of this inquiry. The organization of such a

replicated study can align with the structure of NYSED's county's Boards of Cooperative

Educational Services (BOCES). NYSED extends its reach and guidance via BOCES as

they provide educational services and programs in approximately 37 counties across

NYS. The regions of NYS can be seen in Figure 7.

Figure 7

Map of the Regions of New York State

Note. Adapted from "Map of New York State," by Empire State Development, n.d. (https://esd.ny.gov/file/esd-regional-mapjpg).

Credibility, transferability, dependability, and confirmability are characteristics that adequately affirm the trustworthiness of naturalistic research like this study (Lincoln & Guba, 1985). This study also demonstrates what Lincoln and Guba (1985) outlined as "truth value, applicability, consistency, and neutrality" (p. 290). Member-checking established confidence in the truth of this study's findings. I determined the applicability of this study via this study's interview questions. This study's consistency can be determined by repeating this study throughout other regions of NYS due to the similar phenomenon all school districts throughout the state are experiencing. The neutrality of

this study's findings can be established because the inquirer has extensive knowledge of the field but has never held an SDL position like that of the participants. Moreover, phenomenological bracketing is the process that guided me to separate the instances that have potential to distort this study's data analysis.

There are steps that a researcher follows to validate trustworthiness of a study (Lincoln & Guba, 1985). The steps I followed included maintaining field journals, mounting safeguards, triangulating, gathering referential adequacy materials, doing debriefing, developing, and maintaining an audit trail. Specifically adequate referential materials were the artifacts previously discussed in this chapter. I not only triangulated data via artifacts, interviews, and member checking, I triangulated data gathered from three participants. Moreover, my audit trail was supported by the member-checking phase of the three-interview series as the final part of this study's data collection. Also, I maintained an audit trail that consisted of raw data, data reduction analysis, data reconstruction and synthesis, process notes, intention and disposition, and instrument development. The audit trail I maintained followed Halpern's (1981) audit trail as described by Lincoln and Guba (1985). This study's raw data recorded interaction. I also included the description of the phenomena, events, and shared feelings by respondents. Participants were asked to describe events, characteristics of the environment, and behaviors of respondents. Participants' expert testimony fit the criteria of this study's participant profile. Data was reduced and analyzed via summarized transcripts, field notes and descriptions, units of information. Subsequently, data was reconstructed and synthesized in categorical structures such as themes, definitions, relationships. Findings, conclusions, and implications were explained through the integration of concepts,

relationships, and interpretations that align with this study's research questions. Additionally, I took process notes that detail procedures, decisions, strategies, and rationale. I kept a record of peer debriefing interactions, member-checks, process for selection of audit, peer debriefer, and member-checker. In summary, this study's credibility, dependability, and confirmability was checked and rechecked by me to ensure its trustworthiness.

This is a credible study. The phenomenological design of this study is trustworthy as the data collection is evident. This is if participants are truthful and useful themes can be extracted from the data. A researcher can connect participant experiences and check comments of one participant against others by interviewing different participants. The goal of the interview process is to understand how the participants make meaning of their experience and the validity of the study is strengthened when the interview structure works to allow participants and the interviewer to make send of their experience. Also, keeping a reflective journal enhances confirmability. Finally, member checking and peer feedback were established the reliability and validity of this study.

Researcher Ethics

This study was conducted by a researcher with fidelity and transparency. To begin with, in phenomenological studies, researchers bracket as they refrain from making implications that are not directly derived from data they collect. Phenomenological researchers focus on a specific issue and candidly construct questions to direct data collection and guide data analysis. Furthermore, a phenomenological researcher draws findings provided the foundation for future research and considerations (Moustakas, 1994). This study's three participants received an explanation of the study, then a letter of

consent. They gave signed consent to continue in the study. Participants read and sign the

Participant Consent Form following the format to which the university approving this

study has outlined (see Appendix C). Specific names of school district and any student,

teacher, or administrator/leader name identifying information was redacted in interview

transcripts. Also, participants were renamed as SDL1, SDL2, and SDL3 in the data

analysis chapter of this study. Their names have been kept confidential. To begin with,

data is collected from the individual's perspective. It is through the eyes of the individual

who has lived their experience. This viewpoint may not be directly reflective of the

intents of the United States Department of Education (USDOE), NYSED, or the school

district that employs them. Participants chose the location of their interview. I suggested

WebEx for data collection interviews.

As the researcher of this current study, I was responsible for gathering and

securing data. After conducting and recording three lengthy person-to-person interviews

that focus on a bracketed topic, the data was aggregated in the following ways. My

research methods were organized in terms of methods of preparation, methods of

collecting data, and methods of organizing and analyzing data (Moustakas, 1994). Audio

files were saved as files and saved on an external hard drive. After the coding process is

complete, and the study is peer reviewed, the audio files have been destroyed.

Data Analysis Approach

The data analysis approach of this study aligned with my philosophical

assumption of this study which is ontological as it relates to the nature of the reality of

the multifaceted of school district leaders of ELL/ML services through their own lens.

The theoretical orientation that guides this topic is Social Constructivism as the setting of

the study is a specific context in which people live and work. I employed Cycle 1 coding

analysis with concept coding via the CAQDAS Dedoose. After, I used pattern coding for

second cycle coding (Saldaña, 2021). Additionally, I acknowledged how interpretation

flowed from their professional experience to make sense of meaning shared by those who

are positioned as leaders in the field of multilingual education in seeking to understand

the essence of the experiences of SDLs of ELL/ML services; therefore, the following is a

phenomenological multiple case study approach to data analysis. The textural description

has proved to come from different perspectives and eventually arrive at a description of

the structure. A textural-structural description that emerges represents the meaning and

essence of the experience (Creswell, 1998; Moustakas, 1994).

At the end of this study, I had implemented six phenomenological research

activities suggested by van Manen (2016). Phenomenological researchers investigate the

experience as the specific school district leaders live it. The participant interview tool was

the Three-Series Interview Process. I reflected on essential themes which characterize the

phenomenon. A strong and oriented pedagogical relation to the phenomenon was

maintained throughout this study. The research context was balanced by considering parts

and the whole of the triangulated data collected (Vagle, 2018).

The Van Kaam 7-Method Data Analysis Method

Data analysis for my study followed Moustakas's (1994) systematic five-step

process: (a) horizontalizing the data to give equal weight to participants' experience, (b)

developing units of meaning, (c) identifying distinct themes, (d) producing a description

of the school district leader's identity or concept of what it means to experience being

and SDL of ELL/ML services, and (e) integrating participants descriptions to interpret

the common meaning ascribed to the concept/phenomenon. Data analysis also included

categorizing and coding, as prescribed by van Manen (1984).

The Van Kaam Method is a way of grouping those summaries from Dedoose into

a smaller number of categories, themes, or concepts (Saldaña, 2016).

Methods of Organizing Collected Data

Organization of collected data followed seven steps:

1. Artifacts

2. Interview note-collecting journal

3. Dictated transcript

4. Hand transcription of interview

5. Dedoose

6. First cycle coding: Concept coding

7. Second cycle coding: Pattern coding

Methods of Analyzing Data

As the researcher of this current study, I followed multiple phases in data

analysis. To start, data gathered by me were sorted into the themes gleaned from data

collected from artifacts, interviews, and member checking. Systematic interpretation of

interview transcripts was used to "extract themes common across interviews or unique to

an interview and then create a conceptual link" (Moustakas, 1994, p. X). I read the

interview transcripts carefully several times in search of recurring topics, themes, and

patterns as they relate to the research questions. This drove the development of coding

categories that specifically relate to the coding and qualitative data analysis system

(CAQDAS). The methodology of phenomenology posits an approach toward research

that aims at being presuppositionless. This is to protect me from any proclivity toward

creating a predetermined set of fixed procedures, techniques, and concepts that would

rule-govern the research (van Manen, 2016). As I remained presuppositionless,

participants revealed and clarified their experiences. This phenomenological approach's

method of reflection is a logical, systematic, and comprehensible analysis and synthesis

that (Moustakas, 1994).

The first phase of data analysis begins with the analysis of artifacts regarding

participants' respective school districts. This phase of analysis drove the first phase of

Seidman's three-interview series protocol where I designed the first interview questions.

These questions have been crafted to capture the participants' background and setting.

This interview data was analyzed and used to design the questions for the second

interview. The second interview captured participants' accounts of their lived experience

as SDLs of ELL/ML services. The data from these interviews served to design the

questions for the third and last interview. The third interview's purpose is a member

checking tool to ensure the trustworthiness of the data previously collected at Interview 2.

The analysis of the gathered data was deduced using coding methods such as

pattern coding. Pattern coding is a second cycle method. It is a way of grouping those

summaries from aggregated data into a smaller number of categories, themes, or concepts

(Saldaña, 2016).

Dedoose codes a subculture's distinct vocabulary and this study extracted such

terms. Concept coding is the first cycle method coding process for the beginning stages

of data analysis that fracture or split the data into individually coded segments, and axial

coding is the second cycle method coding process for the latter stages of data analysis

that literally and metaphorically prioritize categories to develop axis categories around which others revolve, and synthesize them to formulate a central or core category that becomes the foundation for explication of a grounded theory, and in this study an explication of the phenomenon of the lived experience of the participants (Saldaña, 2016).

The second phase of data analysis pattern coding. The data were organized and analyzed to facilitate development of individual textural and structural descriptions. A composite textural description, a composite structural description, and a synthesis of textural and structural meanings and essences exposed the universal essence of what and how this phenomenon has been experienced by the participants in their multifaceted role as a school district leader of ELL/ML services in the four strands of CRSL and this study's conceptual framework of advocacy, instruction, and compliance.

Researcher's Role

I, myself as the researcher of this study, was an instrument in the study yet saw this study through the lens of a researcher and not as a practitioner. I bracketed my previous knowledge of SLA theory and practice and acted as an observer. I have not held an official educational leadership position like the participants had at the time of this study. I had 24 years of teaching second language to kindergarten through 12th-grade students, and adult education in NYS and internationally. My educational leadership experience was rooted in degrees and internships. I had never lived the experience of an SDL of ELL/ML services; therefore, I did not have knowledge of perspective of such a position. Although I had never officially held such a position, I identify as a multilingual educational leader and advocate who is a professional with 24 years of experience in

multilevel preschool, elementary, middle school, high school, and adult education instruction, parent and community outreach, school leadership roles, and leadership degrees. I identified supports the capacity to engage authentically in critical research and scholarship, and to lead in asset based culturally responsive management, leadership, and pedagogy research on the lived experiences of SDLs of ELL/ML services. I was able to draw on the multiple dimensions of this identity to promote highly effective communication and dialogue between researcher and participant. All interviews were conducted virtually, via WebEx, at times most convenient for the participants.

Conclusion

In this qualitative study, I sought to understand the essence of the experiences of school district leaders in the Long Island region of NYS with supervising ELL/ML services; therefore, this was a phenomenological approach. The qualitative data investigated the concept of and what it means to be a school district leader of ELL/ML services on Long Island, New York. This study's research questions, methods, setting, instruments, participants, data collection procedures, trustworthiness of the study's design, research ethics, data analysis approach, and researcher's role were detailed here in Chapter 3.

As the author of this study, I selected this design to construct the most trustworthy and reliable method for gathering data. The results of this process are presented in the next chapter. I maintained objectivity while receiving participants' copious input regarding their experiences and the phenomenon of paradigm shifts and modifications to their role as a school leader. Qualitative studies have potential to be subjective; therefore,

this researcher employed bracketing. I employed peer review and participant reviews,

which are presented in Chapter 4.

CHAPTER 4: RESULTS

This chapter organizes and reports the study's main findings, including its qualitative narrative data presentation. This phenomenological multiple case study examined what it means to be an SDL of ELL/ML services in the New York State Region of Long Island. Structured via participants' characters, settings, problems, and solutions in the phenomenon, this chapter first describes the three SDLs of ELL/ML services' professional profiles, backgrounds, proficiencies, and school district settings. Next, I present participants' experiences with the ABBC conceptual framework of this study encompassing advocacy, best practices in instruction, best practices in leadership, and compliance with state and federal regulations related to ELLs/MLs (ABBC). Then, the chapter documents the range of support multilingual leaders use in the four strands of CRSL which are: 1) Critical Self Awareness; 2) Culturally Responsive Curricula and Teacher Preparation; 3) Culturally Responsive School Environment; and 4) Engaging Students, Parents, and Community. This analysis concludes with In Vivo codes extracted of participants' hopes, advice, and predictions for the future of ELL/ML services federally, statewide, and/or locally. The findings of this study are presented by open, and concept coding of inductive themes. When salient, findings are also present by pattern coding of inductive themes. The flow chart in Figure 8 illustrates the analysis protocol.

Figure 8

Protocol to Analyze Major Themes, Subthemes, and Unique Codes

Major Inductive Themes		Deductive Subthemes		In Vivo Coding
theme definition saliency data excerpts frequency meaning making	→	theme definition saliency data excerpts frequency meaning making	→	raw data excerpts saliency meaning making
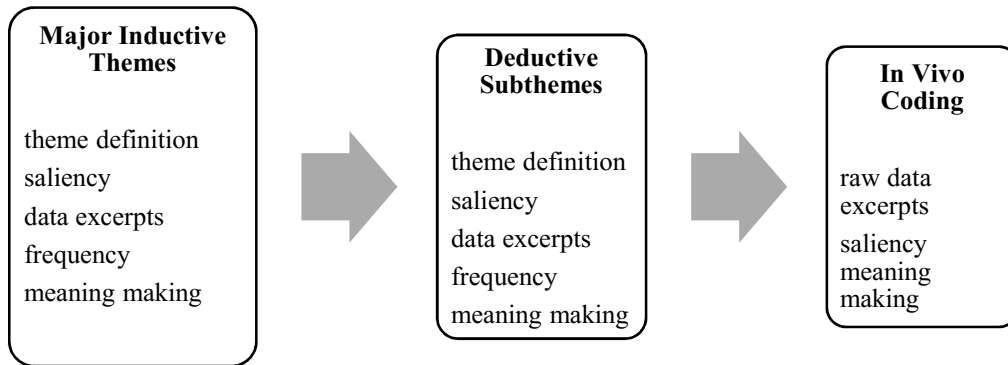
The major inductive themes of this study align with the conceptual and theoretical frameworks. Subsequently, the deductive subthemes that emerged are related directly to the major inductive themes. However, in the second cycle coding In Vivo codes were appropriate to code profound ideas and topics. As these codes emerged, they began to enhance the meaning of participants' experiences in the phenomenon.

The following research questions guide this phenomenological multiple case study. These questions examine the lived experiences of SDLs in the New York State region of Long Island regarding the significance of their role in transforming their school district's ELL/ML services. The overarching research question for this study was: What does it mean to be a School District Leader Supervising English Language Learner/ Multilingual Learner (ELL/ML) services in the New York State region of Long Island? The specific research sub questions were:

- **RQ1-** How do SDLs of ELL/ML services describe their professional backgrounds and school district setting in supporting the achievement of ELL/ML students?

- **RQ2**- How do SDLs of ELL/ML services describe transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population (challenges, successes, and impact)?

- **RQ3-** What meaning do SDLs of ELL/ML services give to the accounts of their lived experiences concerning Culturally Responsive School Leadership?

- **RQ4**- What do participants hope for, advise, and predict for ELL/ML services in the future?

The research questions for this study focused on participants' professional backgrounds and school district settings that concern supporting the achievement of ELL/ML students; transforming paradigms as they lead their school districts; what meaning SDLs of ELL/ML services give to the accounts of their lived experiences about Culturally Responsive School Leadership; and what participants hope for, advise, and predict for ELL/ML services in the future. Three SDLs of ELL/ML services were invited and agreed to participate in this study, all of whom were SDLs of ELL/ML services in the Long Island Region of New York State. Table 2 provides demographic information for the participants. Pseudonyms have been used to protect participant identities as agreed upon for confidentiality.

Table 2

Summary of Participants

Name Pseudonym	Approximate yrs. as a teacher	Yrs. as an SDL	Total yrs. as an educator	Yrs. in current school district	Refugee	Age started to acquire the English Language
Red	15	15	Over 30	25	no	16
Orange	5	19	Over 20	1	no	14
Violet	10	1	Over 10	1	yes	19

Overview of Descriptive Information About Participants

In this section, I provide a narrative of each participant's case. This narrative was framed as the participants were the characters described. I framed their context as the setting of their story.

The Case of Participant Red

Participant Red was a unique SDL. They had been an SDL in the bilingual/ENL department of the Red School District for 15 years, although elevating to different positions in the hierarchy of this school district's leadership as a coordinator and other SDL positions. For the past year they have filled the second highest SDL position in the Red School District. From this newer position, they still oversee their large Bilingual/ENL department grades K-12. This participant holds not only their degrees and certificates of education and educational leadership but also a Master's in Business Administration (MBA). Participant Red is bilingual. Their school district stands out due to the substantial number of pupils. Moreover, this school district has over one-third of its student population qualifying for ELL services. The Red School District is an outlier because it has identified the highest number of students qualifying for ELL services in New York state that is not considered a citywide school district.

The effects of Participant Red's unique professional background are evident in the organization of the Red School District. Currently, the systems in place are what school districts can use as an example of advocacy, best practices in school leadership, instruction, and compliance regarding ELL services. This participant has the authority to initiate changes that they know benefit all students, especially ELLs. For example, this school district leader now has facilitated highly effective systems in their school district administration building that substantiate the central student registration process. This participant has also sustained an extremely organized bilingual and ENL department. Their current position gives them more agency to affect change.

Participant Red had a mentor who, they say, "always fought for students." This motivated Participant Red to also help:

> I just really wanted to help the population that I feel sometimes does not have a voice, and I wanted to be that voice for our students and the mentor that I had . . . she did that in her way . . . and that is why I am here. Do you see? I never really thought about why. I always thought, "what can I do to help others?"

One of the reasons SDL Red also became an administrator was to help other teachers become teachers and administrators. When they began their career as teachers, they were asked to be a mentor. The cause of this ask was the shifts in compliance in 2003 with the New York State CR Part 154 and the Federal Every Student Succeeds Act. Participant Red's mentor was the former SDL of ELL/ML services in the Red School District. They had to hire 35 new bilingual teachers because the bilingual program and the ENL (formerly known as ESL) program had to be, as Red described it, "revamped." In their first interview, Participant Red also stated that their mentor could not continue to

do the same thing that was being done with the organization and management of bilingual and ESL services. They said NYSED came to the Red School District and directed school district leaders to open Transitional Bilingual Education (TBE) Classrooms.

After that, Red began as an administrator. Although Participant Red was "content" and "thrilled" being a mentor of new teachers, they never dreamed of becoming an administrator. However, SDL Red's mentor helped them see the broader picture of how they could help "6,000 students and families throughout the school district instead of 25 students in one class." Then, Participant Red sought information regarding the criteria for changing from a teacher to an administrator. They thought they could quickly become a school administrator with their Master of Business Administration (MBA), but they report that was not the case. However, their MBA supports their current educational leadership position, as their responsibilities include school district-wide budgets, grants, and funding.

Overall, statements from participants can overlap especially when they were discussing technical regulations under the topic of Compliance. Therefore, as suggested by the phenomenologist, Moustakas (1994), I clustered participants' statements excerpts into themes which are also called meaning units. The data collected is robust with precious data which reports the most salient themes that emerged in this inquiry.

There is a need for bilingual teachers in the Red School District. Staffing certified bilingual educators is a challenge, not only in the Red School District. However, the participant reported dearth of certified bilingual teachers negatively impacts this school district more than others due to its high numbers of identified ELLs. Participant Red reports on all student data and achievement, specifically ELLs, in the Red School

District, unlike other school districts. NYSED has offered grants such as the Inservice Teacher Institute (ITI) to support current educators with the potential and interest in earning the bilingual extension connected to their original teaching certificate. However, Participant Red notices the system is "broken." NYSED still reports that the school district is out of compliance with the hiring of certified bilingual educators even though the in-service teacher is simultaneously being trained and working toward their bilingual certificate extension, which is being paid for by a grant from NYSED. Participant Red also stated a need for change in the systems that NYSED employs to report the accountability of the school district's graduation rates. Participant Red says that the state level must modify graduation rate accountability.

The Case of Participant Orange

Participant Orange is a unique SDL because of their experience in different school district settings at varying levels of educational leadership. Currently they are the Director of ENL in the Orange School District. Like Red, they have also been in this position for one year. Within the past 2 decades they have held SDL positions such as assistant coordinator, coordinator, and executive director. They are exceptional because they exhibit several levels of community outreach. Moreover, they have been elected to executive boards of state and local nonprofit organizations, educational institutions, and immigrant and multicultural advocacy councils for the counties in the Long Island Region of New York State. Participant Orange's advocacy and outreach include but are not limited to immigration legal support, supplies for the food insecure, health support for Hispanic communities, and other issues, and celebrations in the Hispanic Communities of Long Island. Participant Orange talked about New York Advocates for Fair and Inclusive

Resources for Multilingual Learners (NY-AFFIRMs) partnership with the New York Immigration Coalition and the New York State Association of Bilingual Educators (NYSABE). This Long Island, New York SDL of ELL/ML services has also participated in the ELL Council of NYSED's OBEWL.

Participant Orange discussed their identity as being from their father's native country and their mother's native country. The main language of their origins is the same language. Therefore, their home was monolingual, and English was not spoken. During their formative years, Participant Orange's family relocated to their father's native country. Moreover, this participant did not talk, listen, read, or write in English for those 3 years. After their family returned to New York, Participant Orange's experiences were what this participant describes as "traumatizing." Young Participant Orange was ignored by their teacher. As they retell this story, their eyes water. Participant Orange shared that they felt painfully isolated and did not make friends. No school employees or faculty encouraged them to succeed academically. Systems were not in place to welcome or engage this ELL or their family in the school culture, which led to the microaggressions exhibited by the teachers. This trauma can be defined as the foundation for Participant Orange's "why" for becoming an advocate of ELLs. The "why" can be defined as a person's rationale for doing something, or in a more intense description, the "why" can be described as a person's intrinsic motivation for their life's mission and vision (Sinek, 2009).

The richness of the various educational leadership positions that Participant Orange has held has led them to understand the cruciality of parent and community engagement in the achievement of ELL students in the school systems in which they have

worked. Those past school districts had similar socioeconomic levels. Yet, Participant Orange's current school district has a higher socioeconomic background.

The current setting for Participant Orange in the Orange School District is in an affluent area. The Orange School District's culture supports the highest achievement of students, which this participant reveals is "wonderful" to experience. This participant shared that the high expectations for students "opens the door" to opportunities for ELLs to achieve. Paradoxically, Participant Orange also shared that ELLs need the proper class placement to support their English language development. This is a challenge that Participant Orange has faced and solved, yet it is met with opposition.

New York University (NYU) Metro has assessed the Orange School District to gauge its diversity, equity, and inclusion. Participant Orange's observations of the DEI NYU Metro assessment revealed the need to redesign the student registration procedures, and coordination emerged. This educational leader also sees the need to initiate and sustain a Parent Welcome Center for students' families whose dominant home language is not English. Here, parents will be assured of having language accessibility. One tool that Participant Orange has demonstrated and asked the student registration department to use is a guide to properly place students from other countries in the best placement that would facilitate student achievement. Participant Orange reports that the school district leaders admire the tools they have introduced, yet the employees working in the registration office have voiced opposition to these tools. Although, this SDL of ELLs/MLs services is implementing systems with tools that can transform the paradigm of monolingual school district faculty and staff regarding matters that support ELLs. Participant Orange is changing paradigms with "pushback."

The Case of Participant Violet

Participant Violet is multilingual. They had to learn more than one language to survive as a refugee. Participant Violet had to flee their homeland due to the threat to their safety during their native country's civil war. Participant Violet is unique to the SDL of ELL/ML Services position as it is their first year "out of the classroom," meaning their 1st year as an educational administrator. Participant Violet was a teacher for 10 years and is now in their 11th year in the field of education. This participant is currently challenged as a novice who is transitioning from classroom teacher to School District Leader. Yet Participant Violet is seizing the opportunities to make a positive difference in the lives of the students and their families in the Violet School District. Participant Violet has shared details that support their potential, their desire to do well, and their passion in the position of SDL of ELL/ML Services. They are up to a myriad of challenges that the community requires. This participant appears quite resilient as they are a refugee. Participant Violet is bilingual yet has varying levels of proficiency in five or more languages. Participant Violet had to flee their native country to survive. They talked about learning languages for survival throughout interview one, when describing their background.

Participant Violet's descriptions of empathy manifest in their three interviews. It is evident they feel a profound empathy for their students, particularly the knowledge of the severe trauma that their students have witnessed or experienced. This participant has directly affected the lives of a large percentage of their students who have been called "unaccompanied minors," as they entered the USA under the age of 18 without a parent. The formal educational background of this demographic of students varies. As directed

by one of their mentors, a former SDL of ELL/ML services, Participant Violet had designed and piloted effective materials and resources for this specific demographic of ELLs: students with interrupted formal education (SIFE). This demographic of ELLs can also, more recently, be referred to as student with limited or interrupted formal education (SLIFE). Participant Violet cultivated SIFE expertise. They garnered these scarce skills that set them apart from any other educators in TESOL. Therefore, professionals throughout the country have contacted Participant Violet for guidance on SIFE materials methods, approaches, and theories.

Participant Violet described their intense empathy for non-English-speaking parents of students attending school in New York State. As a parent, Participant Violet was learning English while their children were attending school in the New York region of Long Island. Participant Violet wanted to be as involved as possible in their children's school activities yet did not understand the cultural schema of school or the English language. This is a big piece of Participant Violet's "why" for becoming an SDL of ELL/ML Services. Participant Violet empathizes with those parents and teenage students as they too had to leave their homeland under what they describe as traumatic, desperate, and dangerous circumstances. Participant Violet shares that this is the background knowledge that educators must have to access what students already know and add to the skills that educators exercise in Social Emotional Learning (SEL).

This participant is extremely focused on succeeding. Yet they are challenged each day. They spend most of their workdays and weekends correcting student data in the Violet School District's Learning Management System (LMS). Because Participant Violet has become an expert on SIFE, they show they are proud to pilot the SIFE

instructional program in the Violet's school district as an initiative to support this demographic of ELLs.

Participant Violet's current school district is in a low socioeconomic area with a large percentage of Haitian American, African American, and Hispanic students. Participant Violet's predecessor won favor politically with different stakeholders. As Participant Violet is diligently learning about the cultural and linguistic backgrounds of the Violet Community, they continue to become an expert at the knowledge of students' backgrounds and their current realities. They already accomplished this at their former school district as teachers. They learned the main home language of students for the purpose of communicating with parents of ELLs, and more specifically student who recently entered the USA. As stated, Participant Violet demonstrates expertise and empathy for this demographic of English language learners. The current Board of Education President of the Violet School District is very impressed with this, as they are from the students' native country. This board president occasionally "drops in" to Participant Violet's office for pleasant visits. They believe that the board president was immediately impressed with them at their interview for the SDL of ELL/ ML Services. They asked Participant Violet to demonstrate how much of the students' native language they learned. The Violet Board President also asked Participant Violet to share specific examples of her knowledge of the ELL and SIFE students, and their backgrounds. This participant's eyes get slightly tearful when discussing this.

The superintendent of the Violet School District has been "very supportive" and gives specific feedback to Participant Violet. This participant highly respects their superintendent, and it is evident that the superintendent has faith and believes in

93

Participant Violet. Their district demographic is changing from ELLs who are predominantly Spanish speaking, to a demographic of families of Haitian descent. The linguistic background of Haitian people is complex. The language of instruction in Haiti has been French, and the home language for Haitian people is Haitian Creole. Haitians have advocated through demonstrations and legislators to transform the language of instruction in Haiti to Haitian Creole. This forms a challenge for Participant Violet as they are working diligently to support the linguistic needs of the school district community. This participant talks about students of Haitian background who visit Participant Violet in their office during lunch. The students talk about how they "want to learn." Participant Violet enjoys the visits because what the students describe are best practices in instruction. Together, they wonder about these types of best instructional practices experienced and visible in middle school missing from the high school. This second organic interpersonal connection appears to encourage this participant to persevere in this new leadership position. This position was previously filled by a different school district leader with a different leadership style. Participant Violet is currently filling in any gaps the predecessor left.

There are systems that record student data. It negatively affects accountability, compliance, and instruction if student data has been entered incorrectly in the LMS by school district clerical staff. Participant Violet would not be able to attain the appropriate amount of funding, and other learning resources for their school district's ELL/ML services. This impacts student achievement.

Findings

As stated in Chapter 1, the general problem I uncovered is the complexity of effective leadership throughout K–12 public school district, specifically the lack of understanding of the complexity of SDLs of ELL/ML services. This study uncovered solutions to the problem's adverse impact on ELL/ML student achievement. Moreover, solutions to ease frustration among school district stakeholders such as ELL and ML students, teachers of TESOL, Bilingual certified teachers, their parents, Boards of Education, Superintendents, other school district leaders, school building leaders, content area teachers, classmates of ELLs and MLs, school support teams, special area teachers, community organizations, and society at large. This study proves SDLs transform and nurture ELL/ML services as they lead school district stakeholders in understanding TESOL, SLA, and ELT, and complying with state education regulations that support ELL/ML achievement.

The phenomenological multiple case design of this study is trustworthy as the data collection is evident. The goal of the interview process was to understand how the participants make meaning of their experience and the validity of the study is strengthened when the interview structure works to allow participants and the interviewer to make sense of their experience.

The first phase of data analysis began with the analysis of artifacts regarding participants' respective school districts. This phase of analysis drove the first phase of Seidman's three-interview series protocol where I designed the first interview questions. These questions have been crafted to capture the participants' background and setting. This interview data was analyzed and used to design the questions for the second

interview. The second interview captured participants' accounts of their lived experience as SDLs of ELL/ML services. The data from these interviews served to design the questions for the third and last interview.

Using Dedoose software, nine participant interview transcripts were manually coded. Therefore, from 326 double-spaced pages of verbatim transcripts significant patterns emerged in this study's 13 inductive codes and deductive subthemes. I used concept coding for the first cycle and process coding for the second cycle. Due to the phenomenological nature of this study design, I applied concept coding to a third cycle of coding for member checking and to examine the meaning-making of the lived experiences participants described. I was also able to use In Vivo coding with raw data that was salient yet, did not follow a motif with other themes or was an outlier to other participants' reports. Participants reported the complexity of their positions as SDLs of ELL/ML Services. In Participant Orange's second interview they gave a succinct overview of the multifaceted layers of responsibility and what it means to be an SDL of ELL/ML in comparison to other SDLs of other school districtwide departments. One In Vivo code from Participant Orange's interview 1 authenticates the importance of the major inductive themes of this study that align with its conceptual framework and theoretical framework. Deductive subthemes and other In Vivo codes also emerged throughout data analysis of this study. The following excerpt from Orange's second interview highlights the big idea that their SDL role is uniquely complex. Orange also explained further how this knowledge is pertinent to school district decision makers as they staff school district bilingual and ENL departments.

Participant Orange, in Interview 2, shared:

With regards to funding, staffing, and clerical support . . . it was always that the ELL department is complex. We do not do what the science, ELA, math, and social studies departments do. Our department has to do with enrollment. It has to do with placement of students. It has to do with ensuring and managing Title III funds, ensuring compliance of CR Part 154, in terms of programs and services for students, tracking students, administering the NYSESLAT annually, the NYSITELL for program placement. It is just so much more complex.

Deductive subthemes emerged from the major inductive themes. I used Dedoose software to code themes. The frequency of codes was high, which validated the conceptual framework, ABBC, I designed for this study. Table 3 features the code frequencies of this study's major inductive themes, and deductive subthemes that emerged.

Table 3

Frequency of Codes by Major Themes and Deductive Subthemes

RQ	Major themes	Frequency	Deductive subthemes	Frequency
RQ1.1	Participant background	888	Participant's mentor	99
			Journey to the position	428
			Position placement and influence	349
			Professional affiliations	93
RQ1.2	Participant school district	1,452	Participant collaboration	631
			School district systems	818
			Student registration	86
RQ2.1	Advocacy	401		
RQ2.2	Best practices in instruction	790	ELL program models in NYS	199
			ENL programs	69
			Dually certified teachers	69
			Dual language	61
			Transitional bilingual education	112
			Approaches, methods, and theories	117
			Social emotional learning	85
RQ2.3	Best practices in leadership compliance	971	Transforming paradigms	640
			Educating colleagues about ELLs	398
RQ2.4		613	Title III funds	52
			CR Part 154	79
			Accurate student data	65
RQ3.1	Critical self-awareness	512		
RQ3.2	Culturally responsive curricula and teacher preparation	999	Pathways to graduation	207
			Beyond HS graduation	68
			Knowledge of student	93
			professional development	126
			Staffing certified faculty	244
RQ3.3	Culturally responsive school environment	534		
RQ3.4	Engaging students, parents, and the community	820		
RQ4.1	Hopes	148		
RQ4.2	Advice	150		
RQ4.3	Predictions	130		

Research Question 1

The first research question in this study investigated how SDLs of ELL/ML services describe their professional backgrounds and school district settings concerning supporting the achievement of ELL/ML students. Analysis of participant interviews amassed themes related to participants' professional and personal backgrounds, and their school district settings. In Vivo codes were necessary to capture the essence of what led these educational leaders to this position, and what motivates them to persist their cause and persevere as they transform paradigms. Subthemes that emerged from those two themes were: Participant's Mentor, Participant's Journey to this Position, and Participant's Position Placement and Influence in their School District's Organizational Chart.

SDLs of ELL/ML services describe their backgrounds and school district settings concerning supporting the achievement of ELL/ML students in ample detail. There are several parallels between each participants' experience. Although differences were reported, the focus of each participant's responses were on corollary with aspects of the ABBC conceptual framework I designed. To start, Participant Red highlights best practices in instruction and implementing compliance. They also talk about the rich multicultural environment of their school district, specifically the demographic. Next, Participant Orange describes their experiences in ABBC, yet draws on distinctive characteristics of the CRSL framework. This is in particular the fourth strand: Engaging Students, Parents, and the Community. Finally, Participant Violet focuses on ABBC as a novice SDL. As they assess past systems in their school district, they are spending time correcting and improving reports and student data to bolster compliance pieces which can

lead to this SDL getting more funding and support for their ELL/ML services in their school district. Finally, as Participant Violet described their experiences and point of view from the lens of a new SDL of ELL/ML services, they wove several aspects of CRSL strands 1-4 in their accounts and explanations. In summary, the SDLs of ELL/ML Services of this study had experiences framed by ABBC and characterized by CRSL. Furthermore, the emerging theme of all three Participants as ELLs in their adolescence demonstrated their motivation and empathy for their ELL students and their families. This is evident in this excerpt from Participant Violet in Interview 1:

> My whole life experience brought me to this professional experience. As an immigrant myself, second language learner. Multilingual speaker. I am able to connect to students and communities through work with them, coming from a (war-torn country) is what is connecting me to students.

RQ1.1: Participant's Background. Participants Red, Orange, and Violet are specific educational leaders who develop a range of strategies that enable them to navigate the multidimensional aspects of their background as it correlates with the past, present, and future culture of their school district, and the education system at large. Therefore, Participants' Background is an inductive theme I included because it is a theme in which participants have commonalities and different aspects. I inquired about what motivates and continues to inspire participants to perform and initiate support systems for the achievement of ELLs, as this is a complex school district leader position. An SDL of ELL/ML services might have a specific background, such as being bilingual and acquiring the English language in their formative years as they relocated to this country. This makes them former ELLs themselves; therefore, this demonstrates their

empathy for ELLs. This is the one reason for their expertise in Second Language Acquisition (SLA) and for advocating for ELLs and their families.

The professional journey for each participant followed similar patterns. I noted these patterns in participants detailed experiences via the qualitative data from their interviews. As stated previously, they were all ELLs as teens, and as they all have experiences in acquiring a new language, they reported this offers them a sort of empathy, or understanding of the needs of ELLs. I also noted the information they shared relating to the people in their lives who supported them growing up and in their young adult lives. This inspiration also extends to their professional mentors in the field of education, and more specifically, educational leadership. Participants Red, in Interview 1, explained:

> I started my career in education in 1991. I was a teacher. I started as a mentor, and then after that I began as an administrator. I have worked in related districtwide coordinator positions as an administrator for 15 years. Four years ago, I became (extremely high up in the hierarchy of the school district's leadership) Bilingual, 4 years. I have been in this new position for 1 year.

Participant Orange, in Interview 1, shared:

> I have served 1 full year in this position. However, I have been in education for 25 years now. I have served as a (large city's) Executive Director for the Division of ELL Student Support, where I oversaw 150,000 ELLs and their support services, policy, and compliance.

Participant Violet, in Interview 1 explained:

For 8 months I have been in this position, Director of ENL/Bilingual service and

World Languages. This is my first administration job. As a teacher of English to

Speakers of Other Languages, my first position was in elementary school as a

permanent sub where I learned not only what is happening within an ENL

classroom, but also what are ELLs required to achieve in a mainstream classroom.

My second position, I was teaching an adult program in the evening, and then left

the elementary level for high school. I started working as an advisor to the junior

class and the leadership club after school, then started working with valedictorians

and students who ended up in Harvard. I saw there was this huge gap between

what's happening in my SIFE classroom, students need to be challenged so that

really inspired me to see and learn about education from the bird's eye view.

RQ1.2 Participants' School District Settings. Participants' School District

Setting was the most common theme with 1,452 code applications via Dedoose software.

Each participant shared their view of what makes their school district unique. The

subcodes associated with Participants' School District Settings were *Participant*

Collaboration in the School District, Systems in the School District, School District

Student Registration. The connection between themes is evident. Participant Orange

illustrated how funding aligns with their school district's goals via their mission and

vision. Figures 9, 10, and 11 visually represent the distinct student demographic of each

participant's school district setting.

Figure 9

Participant Red's School District Demographics
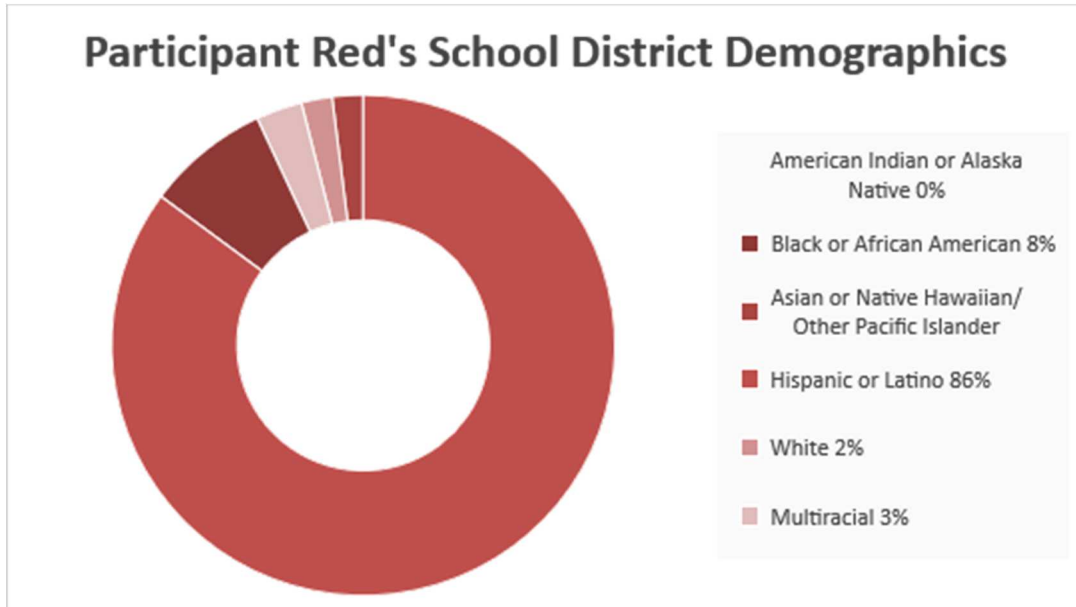
Figure 10

Participant Orange's School District Demographics
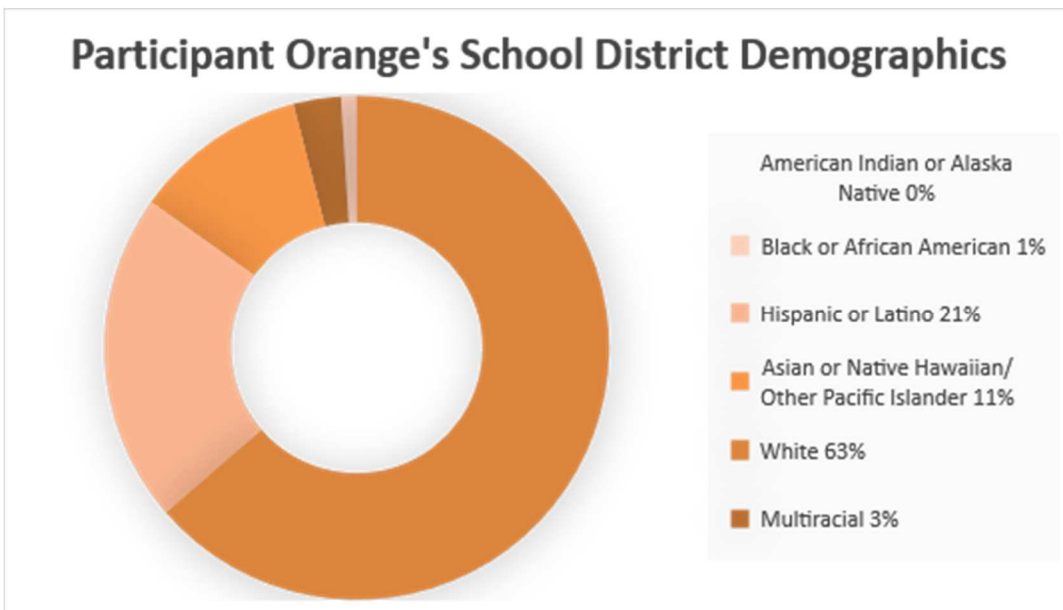
Figure 11

Participant Violet's School District Demographics
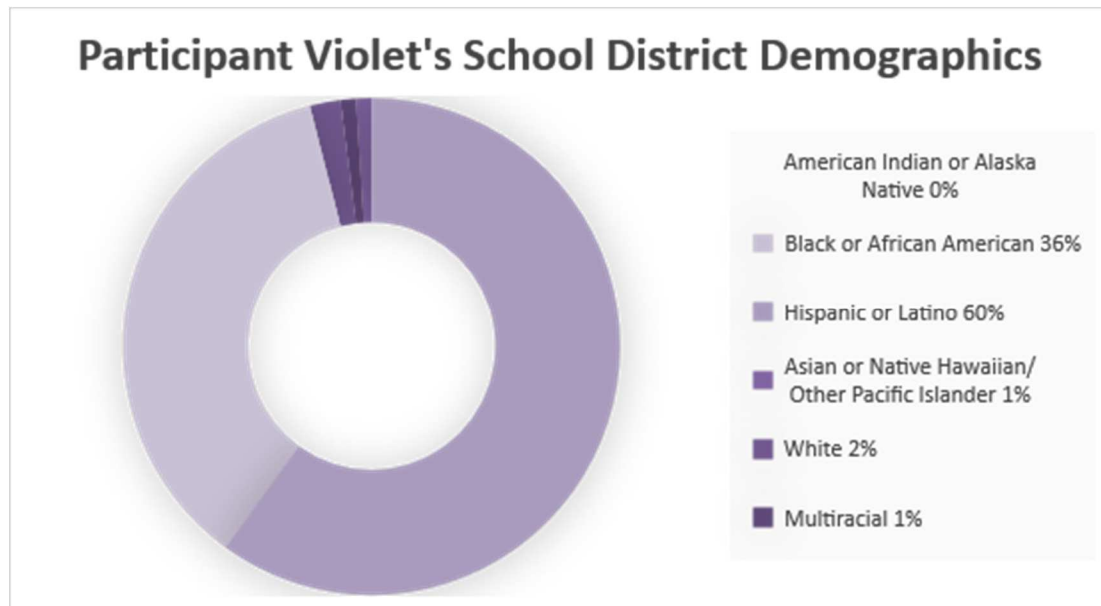
In gathering artifacts and background information to prepare for participant interviews it was clear to me, as the researcher, that each of the participant's school districts has a distinctly different student demographic. The demographic of each school brings challenges, successes, and impact on different levels for each participant. To begin with, Participant Red's school district is 86% Hispanic or Latino. This is evident in their responses. The massiveness of their Bilingual and ENL programs K–12 was apparent via their program descriptions. There are at least four ENL teachers at each elementary school. There are also 1-3 Transitional Bilingual Education class at each elementary grade level at all elementary schools in Red's district. Next, Participant Orange's school district is 63% White. Orange relayed that the administration was 100% White until they were hired in 2021. Orange detailed their experience as they were approached by Latino community organizations and church groups to apply and interview for their current SDL

of ELL/ML services to improve the district's characteristics that were lacking such as engaging students and their families, graduation rates for ELLs and other aspects that happen to pertain to the four strands of this study's theoretical framework: Culturally Responsive School Leadership. While in this position, Participant Orange experienced a tense interaction with another administrator. The other school administrator may have misunderstood Participant Orange and other school district leaders' means of operating and instead of collaborating or communicating this, the other administrator phoned Participant Orange in their office at the school district and began "yelling" at Participant Orange. This administrator did not greet Orange, nor give Orange an opportunity to speak. One threatening sentence that the other administrator "screamed" to Orange pertained to accusing Orange of not understanding how things functioned in Orange's new school district, and that Orange was not going to fit in there. In interview two, Orange reported that the administrator retired soon after this incident was investigated.

Participant Violet's school district is experiencing a shift in student demographics. In Figure 11 it is evident the Hispanic and Latino demographic is substantial. Spanish has been the dominant home language of students in Violet's district until recently. We see the Black or African American demographic is over 1/3 of the demographic at 36%. Violet stated in interviews 1, 2, and 3 that there has been an influx of Haitian immigrants registering at the Violet School District. Violet relates that as the Haitian Creole and French languages enrich the multicultural landscape of this school district, and there is tension in some community groups who are asking where the bilingual programs are for Haitian American students' home language. Violet stated there were irate community members at a Board of Education meeting demanding TBE programs for this purpose.

They were questioning the equity of only offering Spanish TBE. There are state regulations that validate the TBE Spanish programs at this school district; however, the community members do not seem to understand nor are they concerned about mandates and regulations, as Violet conveyed. Violet is creating a solution that will support the community's ask, and also ensure funding for a French language instruction afterschool program.

Red, Orange, and Violet all had something in common. The 2021–2022 school year was each of their 1st years in their current SDL of ELL/ML positions. It was Violet's 1st year as an administrator, and in a new school district. Orange explained it was their first year in this school district but have been an administrator for almost 2 decades. Although it was Red's 1st year in their current SDL of ELL/ML position, they have worked in their school district for over 2 decades at different capacities. Participant Red's recollection about applying for a teaching position in their school district was connected to a college friend of theirs who was teaching in a bilingual class at the elementary level. Red began as a teacher and in 25 years, they moved up because they loved what they were doing. They did not originally set out to be an administrator, or superintendent of schools.

Orange's journey toward their current position is like Red's in that it is through connecting with like-minded colleagues. Yet, Orange was also admired by local community organizations. In interview 1, Orange retold the manner in which they were connected to the Orange School District's Superintendent and an organization in the Orange community. Orange recounted, "As a delegate (for a statewide educator's advocacy association), I was contacted by one of the advocacy groups here in the town of

(the Orange School District) . . . someone that I know with regards to going to visit dual

language program models." Orange continued on the course of events that occurred after

Orange brought this community organization and the superintendent on a visit to another

long island school district's dual language program model that has longevity. They told

Participant Orange, "We would love to have you in our district! You have so much

knowledge!" then Orange said the superintendent asked them, "Where do you see

yourself 5 years from now?" Orange was interested in his query. Orange shared their

goals with him of accelerating to an even higher position in the hierarchy of a school

district. In interview 1 Orange shared their thought process of possibly applying for the

position of Director of ELL in the Orange School District because it was understood that

Orange's predecessor was retiring. Orange explained:

> I think it was that that opportunity of hearing the advocacy group, the parents of
>
> and their needs, that I felt that in comparison to where I was, I had already
>
> brought that district to a very good place and could potentially come here where I
>
> could serve as a larger population of kind of like recalling what I used to do right
>
> working in (a large city department of education) working in (a different Long
>
> Island School District with a different demographic). I learned that there were
>
> internal candidates' educators who have been there for many years that applied
>
> for the position and didn't get it. When they asked me about compliance, I was
>
> the only candidate who answered everything that had to do with compliance, and
>
> Commissioners' Regulation part 154.

Like Participant Orange, Participant Violet expressed their rationale for applying

to become an administrator in a new school district. Violet learned more about their

107

current school district's data through the NYSED website. The community demographic was important to Violet as they shared "I realized that their student demographic and the community are remarkably similar to the district where I was working for 11 years. I mean, leaving the community where I taught was painful. I never thought I would do that because it was my home. However, there were no positions there at that time for this for this type of leadership. I knew I could bring all my knowledge of student demographics, communities, and families to this new school district." (Interview 1).

RQ1.1 Deductive Subthemes. As I coded, it was evident that subcodes were emerging; therefore, the main themes have a robust number of codes. There were four emerging deductive subthemes and subcodes connected to inductive themes that answer RQ1.1: Participant's Mentor, Participant's Journey to this Position, and Participant's Position Placement and Influence in their School District's Organizational Chart. The most salient are provided below.

Participants' Mentors. Ninety-nine codes were assigned to the deductive subtheme, Participant's Mentor. All participants shared stories and discussed the inspiration and lessons they derived from their mentors. Participants Red and Orange talked about their mentors who held positions in educational leadership. However, Participant Red discussed their SDL mentor, but Participant Orange discussed their school building leaders as mentors. Participant Red, in Interview 1, shared:

> I had an excellent mentor who always fought for students . . . I saw how she really advocated for students and families, I wanted to help. Also, a college professor, in my graduate school leadership program told me I would be a superintendent one day. He was a former assistant superintendent in Suffolk County.

Participant Red continued with more descriptions of how their college professor encouraged Red into action. He advised Red to approach their supervisor about the initiatives Red knew their teacher mentees needed. This professor prompted the catalyst to the several curricula projects Red went on to create. These proactive actions led Red to be approached by their supervisor to take on a more formal leadership position in their Bilingual and ENL department. Later, Red spoke of another professional mentor, The former Assistant Superintendent of Elementary Education from Participant Red's school district. Red reported:

> Just by looking at her actions, and how assertive she was . . . She believed in
> something, and it happened . . . and everyone followed her. I just admired her. I
> would love to tell her one day! I remember her walking, and you can hear her
> high heels. (Knocks on desk four times quickly to imitate their shoes walking
> down the hallway.) You could hear her coming down the steps.

Participant Orange, in Interview 1, shared:

> The building leaders (of the elementary school where Participant Orange was a
> first-year teacher). The building principal and assistant principal gave me an
> opportunity to grow within the building as a leader. They provided opportunities
> for me to attend with them . . . sessions on budgeting, and curriculum, and
> instruction. They allowed me to start taking leadership roles in creating programs
> for ELLs, then it became an ask of assuming a coordinator's position but under a
> teacher line. They both gave me advice about leadership, the good and the bad or
> the good and the ugly. It was eye opening. They asked me to become a
> coordinator. I said to myself "I don't know if I could do this. I've never done

that." I did it, and it was a piece of cake. It was because of that opportunity that

leadership came about so it was started with my father and because of the two

administrators.

Participant Violet talked about their mentors who were teachers, professors, and one

SDL. Violet admired their teaching styles and interpersonal skills with students, teachers,

and the community. Below are qualitative excerpts from interview transcripts that

illuminate participants' mentors for educational leadership. Participant Violet, in

Interview 1, shared:

> So, two people that I have already mentioned were my cooperating teacher.
>
> Really personally and professionally. Someone that I have always been looking
>
> up to relying on advice, also a person that I had mentioned that interviewed me
>
> for my first position, which I have gotten as well. She ended up being my mentor
>
> throughout 10 years and guiding me. Really, really supported me, empowered me,
>
> believed in me as an educator. So that was one of the most incredible experiences
>
> to know that you're being trusted that somebody believes in your capabilities,
>
> then that they see something new or that you can't even see yourself.
>
> A college professor in my bachelors' program in a science lab class . . . was this
>
> middle-aged woman, and she was like a ball of fire, and she walked into her lab
>
> and the way she was teaching she was so passionate. And for me, that was also
>
> this light. This is exactly how I want to be. I want to teach like this.
>
> ***Participants' Professional Affiliations.*** When I asked participants about their

professional affiliations, Participants Red, Orange, and Violet shared some of the

professional affiliations in which they are members such as: Association for Supervision

and Curriculum Development (ASCD), Long Island Latino Teachers Association

(LILTA), New York State Teachers of English to Speakers of Other Languages (NYS

TESOL), New York State Association of Bilingual Educators (NYSABE), New York

State Association of Foreign Language Teachers (NYSAFLT), New York State

Association of World Language Administrators (NYSAWLA), New York State Council

of Educational Organizations (NYSCEA), New York State Teacher of Students of Other

Languages (NYS TESOL), and School Administrators Association of New York State

(SAANYS; (Broome-Tioga BOCES, 2022). The subtheme Professional Affiliations had a

frequency of 93. It was Participant Orange who has an extensive list of professional,

educational, and community organizations. Orange is currently the top board member of

a statewide nonprofit professional organization. The first experience Participant Orange

had with a professional affiliation connects back to their educational leadership mentor

mentioned previously:

> That principal said to me . . . and it was just me and her at 7-8 o'clock at night,
>
> talking about passion and dedication, right?. . . . This isn't just a job, it was really
>
> a dedication, a passion, and a calling. She said to me, "come here, there is a New
>
> York State educators' organization conference would you like to come? I think it
>
> would be a good opportunity for you to come." And that was the first conference
>
> that I attended so that opportunity was opened up, that opportunity opened up
>
> many other things for me attending the conference was eye-opening for me, of
>
> connecting to networking, learning about different research on bilingual education
>
> hearing experts from the field and it just created a spark for me about dual
>
> language . . . because she was looking to start the talk about bringing it in and

opening the dual language program within the school and 25 years later, it is the

conference that I have attended annually in 25 years later, (laughs in

astonishment) that first conference someone said to me oh you have a long way

before you can sit at that table and it was a reserved table, and 25 years later I'm a

leader of the same organization!

Participants' Influence and Position Placement on the Organizational Chart.

The school district in which each participant works has their own hierarchy. The

leadership and other stakeholder hierarchy is displayed in a table of organization or

organizational chart. It is on this chart where one can see the placement of each SDL of

ELL/ML services, their reach, influence, and authority in the school district. The

frequency of this deductive subtheme was 349 via Dedoose coding software. Qualitative

excerpts from interview transcripts that describe participants' experiences with their

professional mentor are provided below. Participant Red, in Interview 2, shared:

> I think that when you have a role in administration and depending on the role that
>
> you have there, I probably have said the same thing when I was a teaching
>
> assistant say . . . and the impact that that message had was very different from the
>
> impact that is that is having now as a very high leadership position. (Somewhere
>
> else too)-position theory- table of organization. We have the cabinet we report to
>
> the cabinet. We talked about many of the initiatives that we have. I report to the
>
> superintendent. As leader of a districtwide Bilingual and ENL department, I met
>
> with department administrators, and decided OK, so this is what Assistant
>
> Coordinator one will do. This is what Assistant Coordinator two is going to do, it
>
> doesn't mean that you have to do everything step by step, this is what has to get

done. I also work with the school district's ELA /social studies department

coordinator, and the new math and science coordinator. We're working together

on putting this system in place.

My principals, as well, this was an observation year for me.

Participant Orange, in Interview 2, shared:

My position is lateral to other chairs in the. . . . Chairs and directors and

coordinators, and then people who are above me. In my current school district, we

have what we call chairs, department chairs at the social studies department, chair

of the math department. In my former district, we had coordinators we had the

coordinator of ELA, the coordinator of social studies

Participant Violet, in Interview 2, shared:

I meet the cabinet when they have specific fields meeting. I meet with Assistant

Superintendent for Curriculum or HR, literally daily and business as well

individually. It's interesting how you asked me who I report to and who I am

leader to . . . because I also feel that it comes to my field of expertise as well. It's

interesting. Yes, you're not just talking curriculum, you're talking . . . about other

aspects like student advocacy, compliance correcting.

Participant Violet, in Interview 2, shared:

Yes, that covers basically everything. Advocacy, staffing, certification in

instruction, suggestions for professional development for staffing requirements. . .

My input is really asked for, so when it's not my meeting, I am teaching sharing

my expertise with them so that they can make those decisions. So, I won't say it's

only reporting to the superintendent who's above you, but the way we

communicate is a nice open relationship trusting, they appreciate my input and trust my expertise, so if it's not necessarily only one way of me reporting which is truly like an advice and guidance. So, it's kind of a flattened (leadership) to trust that you're talking to, correct administrators who are decision makers facilitating. initiatives and programs while you're also looking to get input from teachers and parents. But I also work with the central administration building administrators for all different school buildings. I collaborate on a daily basis and have conversations about staffing teachers.

The following subsection of RQ1.2 findings, connects to the last subtheme of RQ1.1 detailed in this section. Moving from Participants' Position of Influence in their school districts, I will now expound the SDLs of ELL/ML participants descriptions of their contextual settings.

RQ1.2 Deductive Subthemes. The study's research question 1, part 2, included three distinct deductive subthemes.

Participant Collaboration in the School District. The subtheme Participant Collaboration in the School District had a frequency of 631. The investigation into the extent of their collaboration was enlightening. In this subtheme Red stated something that stands out from Orange and Violet's collaboration. In interview one, Red shared what they called "the cabinet." They listed the other members of the cabinet as being the superintendent, three assistant superintendents, and at times the Director of Compliance and Grant Funding. In reflecting on the cabinet's collaboration, Red said, "I think that in this capacity I feel that I have more collaboration. As a coordinator, I felt sometimes that I was on an island . . . on my own." Red continued to explain that as a district department

coordinator of ELL/ML services they did not have weekly meetings with their peers. As a result, Red stated, "So, I made decisions on my own." Red stated they were supported with enthusiasm by their superintendent.

Participant Orange shared their admiration for the elevated level of support they feel from their superintendent. Orange shared their superintendent is leading them in a 5-year plan that targets pathways that effectively support the achievement of ELLs. In interview 1, Orange specifically detailed part of the plan as making courses more accessible to ELLs such as Advanced Placement courses. Orange also put a guidance document together so the guidance department can improve their support of ELL students. Whereas, Red and Violet stated they are redesigning courses and course accessibility pathways for ELLs in their school districts to at least take Regents courses.

Participant Violet understands they are partaking in a flattened leadership model of educational leaders in their current school district. This is one excerpt of what Violet shared to support their understanding. Participant Violet, in Interview 2, shared:

> I am teaching sharing my expertise with them so that they can make those decisions. I believe they are receptive. The first time I met with them I showed them the NYSED *Blueprint for ELL Success,* and the Assistant Superintendent of Instruction is using it a lot.

Systems in the School District. Alongside the theme of Collaboration in the School District are the systems that support the collaboration and other functions. The deductive theme of Systems in the School District was coded in participant input 818 times by me. It became apparent that participants are delighted when they are able to

bring programs to visit schools and redesign systems that improve outreach in supporting students and their families.

In Interview 2, Red appeared pleased to have launched what they called a Bilingual and ENL Department "satellite office." This system is at the front entrance of the central administration building. It is a parent welcome and student registration center. When red reported "We're 84% Hispanic right now almost every student that is registered has to go to through there." This is due to the ELL placement procedures under CR Part 154. Another enhancement Red spoke of was to the educational presenters and program systems in their district. Red said they are now in a higher position, yet already knew about the programs offered due to their previous position in the school district. Red appeared to look forward to the presenters and programs they have lined up for next school year. Red said they liked to hold districtwide events at the high school because it was centralized, and they noticed that the parents of elementary school students looked forward to going to the high school to see where their children would be going to school in the future. Red also shared that they plan to extend some of the secondary school internet safety programs with fifth graders at the elementary schools. When I asked about language programs in the systems of the school district the topic of Foreign Language in Elementary School arose. Participant Red said, "I would love to bring FLES to the elementary level!" (Interview 2). Red and their colleagues find the lack of being able to reach students' parents has become a major obstacle in supporting student achievement. Red and their leadership colleagues have decided to make sure their parents know how to connect with the schools when they change their contact information such as their phone numbers or when they move. Therefore, the leadership body has decided to give

secondary students their schedules, only if their parents log on to the school district's communication app, and/or their parent portal. In interview 2 Red relayed, "It is going to be like a big band- aid, we're going to feel the pain, but we have to do it."

Just as Participant Red appeared proud of their parent welcome center/ Bilingual and ENL Department satellite office, Participant Orange has identified the need for a parent welcome center in the Orange School District. In Orange's former school district, they reported "We had staff that were trained to explain to parents and difference between an ENL program, versus a Transitional Bilingual Education program, versus a Dual Language program and the program options that parent had throughout the school districts." Recently, Orange created a guidance document for the guidance department of their current school district. As Orange assessed the placement of incoming ELLs, they noticed a pattern of discrepancies. Students who qualified for ELL services from other countries were being placed in grade levels at the elementary level, and content area classes at the secondary level only according to their chronological age. Orange showed great concern in describing this assessment of their current school district's central registration practices. Another tool Orange shared was from NYU. It was a guide that would teach student registration staff how to evaluate the best placement for a new foreign student. Orange expressed that they are setting a student up for failure when they are placed into classes carelessly. Orange connected this lack of action to teachers lacking the preparation to approach the instructions of ELLs effectively.

As Participant Violet continued to discuss the systems in their current school district, it was evident by interview 3 that many of the systems already in place at

Violet's new school district were hindering stakeholders' efforts in supporting the achievement of ELLs. Violet stated,

> Before I assumed this position, our registration system was not centralized. That meant teachers would be asked to stop teaching, welcome a family, and administer the NYSITELL to the new student when the building principal wanted them to. . . . After the audit that I performed we found that there are loopholes in the system because of the centralization. It's very hard to maintain a process like that. So, we have now centralized the process. It has been super challenging to find a location and people power. An ELL registration coordinator was hired, well reassigned. They were already working in the district as teachers. That person has been working from one of the buildings but now is moving to central registration.

Student Registration Systems in School Districts. Data regarding Student Registration Systems in Red, Orange, and Violet's interviews were coded 86 times. This theme relates to the CRSL theoretical framework strand 3: Culturally Responsive School Environment in that staff is available to effectively communicate with parents about the school systems and language accessibility. The SDL of ELL/ML Services also must maintain the compliance of student registration, this also relates to the ABBC conceptual framework as it connects to the Major theme of Compliance. There is a timeline for identifying ELLs and placing them in their appropriate learning environment with the support for which they qualify. As I exited the central administration building, they took note of the information Participant Red shared regarding what they called their Bilingual/ ENL Department "satellite office." There were many signs in English and Spanish posted that welcomed parents. There were also some signs in Urdu and Haitian Creole. This is

an example of a parent welcome center that offers language accessibility for parents and families of students entering the school district for the first time. This subtheme was coded 86 times. All participants discussed the importance of a Parent Welcome Center. Participant Violet said they were looking forward to planning the space for a parent welcome center in their school district. They envision it as a:

> wonderful impact on parents . . . with coffee and water machines for parents . . . and computers for parents to watch orientation videos in their home language while their children are being tested. Testing takes a long time, especially for students with interrupted formal education.

RQ1 In Vivo Codes. During second cycle coding noticed profound patterns in second cycle coding. Organic and unanticipated topics emerged which I did not include explicitly in the initial inquiry of this study. This finding illustrated the participants' journey to their current positions as SDLs of ELL/ML. I initially proposed to investigate participants' professional backgrounds, yet it is also participants' linguistic and cultural backgrounds that are prominent in this study. Also, to reduce this study's limitation, I bracketed 25 years of experience in the field of multilingual education, and second language acquisition in K-12 schools and adult education. Yet, bracketing was not necessary in analyzing the following In Vivo codes. Unlike the participants of this study, I was born in New York City and have always resided in New York. I am a native speaker of English and was not an ELL. I have never held the position of SDL of ELL/ML Services. Furthermore, participants' reasons for learning English varies from Violet being a refugee and Red stating, "I learned English when I was 16. I came here . . . my motivation was that I wanted to go to Macy's. But I told my father that I wanted to

119

learn English." (Participant Red Interview 1). The following In Vivo codes are distinctive to each participant's experience.

"I am From Here. I am From There. I am From Everywhere." – Participant Orange, Interview 1. In the data of participants' input, there is a pattern in participants' descriptions of their own linguistic and cultural background. The patterns appear to show participants' identities as bilingual/ multilingual and multicultural. All participants explicitly stated they understood their ELL student's need due to their own experiences as ELLs. They all agreed this enhances their support of the achievement of ELLs. Paradoxically, Participant Red stated that they did not think their own cultural and linguistic background was relevant. As seen below, Participants Red and Orange used the word "interesting" as they began to describe their cultural backgrounds. This appeared to be a thought-provoking topic for them to examine. Qualitative excerpts from participant interview transcripts that reveal these SDLs of ELL/ML Services' own linguistic and cultural backgrounds are below. Participant Red, in Interview 1, shared:

> In terms of my culture, that's a very . . . I never really thought about that . . . and I married someone who's from (a European Country). We have so many similarities . . . and thinking about (my origin) and the way that my brothers and my sisters . . . the experiences that they have (there). . . . I didn't have them because I came here at such a young age . . . but in terms of the culture, I always felt that I'm (of that origin), but I'm not. In terms of the hospitality and how the people from there are, traditionally. . . . Yes, I have that. But . . . I don't have that connection . . . I think that I feel more attached to New York.

Red also described their soul attachment to their students through culture. In interview 1, Red articulated, "I'm exposed to the kids from El Salvador, from Honduras . . . I LOVE them! I mean, I just, how it is with the kids . . . Ecuador, Peru . . . the students are the medicine to my soul." Red elaborated, "I just feel that I want for my family the best. Right? And I want the same thing for my kids. And I would love for someone to offer help to my grandmother that is illiterate. She can't write, and she when she is some place, and she has to do something. I want to do the same for others." Red offered divergent thoughts following the thick descriptions of linguistic and cultural soul connections. I found it provocative as Red, clarified, in Interview 1:

My culture and language are . . . I don't think that's connected [high pitched question intonation]? I just think that I just learned the language here, because I, I wanted to learn the language because I wanted to go to school here, and I wanted to stay here. I knew I wanted to go to school here and become a professional.

Participant Orange had a similar yet different point of view of their linguistic and cultural background playing a role in their motivation:

So, it's very interesting that you asked that question because when I lived in my father's native country, they didn't see as being from there. . . . When I went to my mother's native country, they saw me as American. And when I'm here they don't see me as American. Perhaps because of my physical aspects and my accent. I was born in New York, so I feel a little bit of everything. I do connect to my father's (native country and cultural background) because I lived there. I was influenced at a time and age where I was absorbing a lot of becoming more aware of my environment . . . socialization how things worked . . . the cultural

expectations . . . Like I say, if I'm in that country, they call me Gringa." If I'm in my mother's native country, they don't see me from there either. So, I am from here and from there. I am from everywhere.

Like their students' experiences, Participants Red, Orange, and Violet were all ELLs in their formative years. An In Vivo code that was uncovered during participants' interviews was that they were all ELLs as teenagers. The following qualitative excerpts elucidate participants' experiences as ELLs.

"I Learned English Here. I Really Didn't Learn English in (My Hometown). I Didn't Go to a Bilingual School There." - Participant Red, Interview 1. Participant Orange experienced challenges in school as an ELL. Orange detailed a traumatizing story as a school aged ELL. This challenge was turned into an opportunity because Orange vowed to stop something like this from happening to any other students. This is the principal aspect of Orange's professional mission and vision in advocating for equity for ELLs. Participant Orange, in Interview 1, shared:

> I went through the educational system myself as an English Language Learner . . . moving to (their father's native country) I was not exposed to English. I had to learn a new culture perfect the Spanish language and assimilate to the standards, and the culture of that country . . . I came back 3 years later not really knowing how to have a conversation in English . . . I lost that ongoing interaction that you often experience in a school system while interacting with peers and teachers.

Violet made explicit association to their experience as an ELL and their empathy for ELL students and their families.

***"As an Immigrant Myself, Second Language Learner and Multilingual
Speaker, I was Able to Connect to Students and Communities." – Participant Violet,
Interview 1.*** Participant Violet believes their experiences and an ELL, and an immigrant
enhance their multilingual leadership skills, "Realizing through working with them
(ELLs) that my life experience, coming from a (developing country) before I arrived here
is basically what's connecting me to students."

Together with their own experiences as ELLs, participants shared another
inspiration for working toward applying for and sustaining as an SDL of ELL/ML
services. It is clear they are highly empathetic to their adolescent students and the
immigrant parents of elementary school students from different countries. Participant
Violet equated their empathy for all students, especially SIFE students/unaccompanied
minors to their own experience as a refugee, and just being an ethically responsible
person. It is here we see their personal crosslinguistic and cross-cultural experiences were
supported by the adults in their lives as adolescents, more specifically their parents. This
is especially true for Participants Red and Orange. We also understand that their peers in
adulthood gave them inspiration. Participant Red, in Interview 1, shared:

> I just feel that I want for my family the best. Right? And I want the same thing for
> my kids. And I would love for someone to offer help to my grandmother that is
> illiterate. She can't write, and she when she is some place, and she has to do
> something. I want to do the same for others.

This source of guidance was even more prevalent in Participant Violet's responses.
Participant Red, in Interview 1, shared:

My father has inspired me tremendously. And my mom . . . I have to say, the way

that they obtained their careers later in life . . . the way that they feel about the

need to . . . advocating for others. Being the voice of others. For helping others.

To serve others. What the best (inspiration) has been . . . my family. Because I see

in every one of my students and the families that I serve, I see my family. I see

my grandmother who was illiterate. I see my father who became a doctor after

many years. . . . I see my family in every single one of my teachers and every

single one of my students, and even the administrators. So, I always say my

family prepared me for this.

Participant Orange, in Interview 1, shared:

I felt there was an innate call for leadership, so that very early on as a child from

my father here . . . (tearing up). My leadership skills began when I was living in

(their father's native country). I saw my father becoming the president of the

Catholic school, assuming the leadership role . . . The respect that he got from the

nuns and the involvement in the meetings, involving me, my mother, and my little

brother to go to the "marqueta," to the market during Christmas time to buy

cookies and candy and come home to bag them for each child in that school.

Participant Violet, in Interview 1, shared:

So, working for my education after having a family and going to class . . . I

thought, oh my God, this feels like home, talking about syntactic errors and

language, I was just mesmerized. I retained information very often. I did not even

have this study linguistics because I just completely understood what was there.

So, I guess maybe from the perspective of a language learner because I had to

learn different languages for different reasons, one of them survival, one of them, to pursue an academic career. So, then when I started doing methods of teaching, I realized I'm basically home because I knew what I needed as a language learner, what type of approach I needed help to learn it. Connection between culture and language are inseparable! You can't teach language if you don't teach the culture. So, everything just felt so natural and I just I just knew I was in the right place at the right time.

Research Question 2

Research Question 2 served to explore how SDLs of ELL/ML services describe the challenges, successes, and impact in the phenomenon of transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/ implemented for the learner population. The ABBC conceptual framework proved to facilitate a thorough exposition of participants' lived experiences as SDLs of ELL/ML Services. Not only did all participants state they were "impressed," or "pleased" with my organization of the interview topics, they all agreed these interviews were a meaningful use of their time. The three series interview protocol I designed gave them time to reflect on everything they do. Orange and Violet were more emphatic about those opinions; however, Red stated that my current research study "will help a lot of people" because this study "will do a lot for the field."

RQ2.1- Advocacy. There is abundant qualitative data in this study to reveal SDL of ELL/ML Services' intense emphasis on improving scholastic achievement for ELLs. In the interview transcript coding phases, 401 references were found to be embedded in the major inductive theme of Advocacy. More specifically, advocacy for ELLs as

participants and their department faculty promote the benefits of multilingualism in the school district, community, and society. Advocacy includes crusading for ELLs in the United States. It encompasses acting on behalf of ELLs both inside and outside the classroom; working for ELLs' equitable and excellent education by taking appropriate actions on their behalf, and their families, who have not yet developed their own strong voice in their education (Staehr Fenner, 2013).

Additionally, this inductive theme directly supports and manifests participants' motivation as they lead ELL/ML services with the shared objective of supporting and improving scholastic achievement for ELLs. In this context, all references are directed toward the immigrant families and ELL demographic as it is a marginalized group in society. Qualitative excerpts from interview transcripts that illuminate SDLs of ELL/ML concentration on improved scholastic achievement for ELLs are provided in the next sections.

RQ2.2- Best Practices in Instruction. This study's inductive theme of Best Practices in Instruction or Best Instructional Practices are professional practices that encompass only peer-reviewed, trustworthy, evaluation, and metanalysis studies. Educational best practices which educators use to enhance student achievement in and by means of instruction. Subthemes that emerged from all participants' interview data demonstrated a pattern of the participants making a distinction between the ELL program models of New York State, which are ENL, TBE, and Dual Language. K-12 ENL programs include stand-alone ENL, Cotaught ENL classes, and ENL Classes taught by a dually certified teacher. K-12 TBE programs include general education bilingual classes at the elementary school level, and content area TBE classes at the secondary level.

Participant Red had made a striking comment regarding teachers who have their bilingual extension. Red said:

When you have a bilingual teacher who's truly bilingual, a true bilingual teacher and she's/ or he's teaching, teaching in both languages those students exit (ELL services) immediately in a bilingual setting. I do know that students exit quicker in a bilingual setting than in an ENL setting based on the data that I have, and that I have collected. I will say that that's one of the biggest markers of quality of instruction, of course with the teachers that's definitely a factor.

Another factor that Red points out is the extent a student's reading, writing, listening, and speaking skills are in their first language. Red stated, "When a student is very strong in their first language you can definitely immediately how well they do. That is definitely a factor."

Participants imparted what they know to be best practices in instruction when supporting the academic achievement of learners in general, more specifically all language learners, and directly for ELLs. Participant Orange said, "anyone outside of central office we usually refer to the educator as an ENL specialist, or an ENL teacher." (Interview 1). Red, Orange, and Violet identified best practices in instruction as they described approaches, methods, and theories. They specialize in TESOL/SLA/ELT approaches, methods, theories, and practices. Table 4 displays the alignment of participants input regarding approaches, methods, and theories that according this these practitioners are the best practices in instruction. Participants mentioned Sheltered Instructional Observational Protocol (SIOP), Vygotsky and the zone of proximal development (ZPD), Scaffolding information for students for them to have

comprehensible input, a gradual release of responsibility to students, vocabulary

strategies, teacher's knowledge of students, students' background knowledge, language

proficiency levels of students, and social emotional learning (SEL).

Table 4

Participant Interview Excerpts on Instructional Approaches, Methods, and Theories

Instructional approach	Participant Red	Participant Orange	Participant Violet
Incorporating small group instruction (Coady et al., 2016)	Small groups in ENL programs	ENL teachers provide standalone and integrated ENL. So, we do a lot of small grouping in the district.	Guided reading
Use the sheltered instruction observational protocol (SIOP; Echevarria et al., 2008)	We gave SIOP training to all administrators. They were exposed to it for the first time. They said, "Oh my God, I can definitely use this!"	Assessing student background knowledge, tapping into that, and then moving forward to the lesson or the need from improvement.	SIOP instructional model
Scaffold comprehensible input for students	In a lesson there's support, the scaffolding.	ELLs need visuals to allow for more scaffolding.	Scaffolding with ELLs
Gradually release responsibility to students (Fisher & Frey, 2021)	I do, you do, we do. Give students opportunities and access	Student-centered goals	I do- we do-you do. This is crucial to create a student-based classroom rather than teacher centered
Use vocabulary strategies (S. Krashen, 1989)	Hook students' interest via an anticipatory set. A print-rich environment is an important support for students to acquire language.	Look at key vocabulary words for the lesson. Display vocabulary words, with images, translations, or definitions.	
Have knowledge of students (Hawk, 2017)	You must bring the outside world to their world.	Find out what students need	A real teacher tries to understand where these people come from, what other historical backgrounds of their countries.

128

Instructional approach	Participant Red	Participant Orange	Participant Violet
Tap into students' background knowledge (Amaro-Jiménez & Semingson, 2011)	Make a connection to what the students know with whatever you are intending to teach.	Illicit whatever students already know about the lesson topic.	Building, background knowledge
Know the language proficiency level of students (Lee, 2018)	Know students' language proficiency levels.	Think about your audience, their English proficiency level. Have different question types that are geared towards your different proficiency levels, making sure that those questions are also visible.	The NYSED Bilingual Progressions suggestions of how to differentiate instruction for different proficiency levels.
Incorporate social emotional learning (SEL; Ross & Tolan, 2018)	Writing samples of kids crying out for help. These are sensitive papers with trauma responses, and suicidal ideology.	Trauma informed instructional practices are crucial.	I implemented circles. I started conversations. You cannot teach SEL and academic material separately, it must be part of it.

RQ2.3- Best Practices in Leadership. Leadership practices that enhance the facilitation of the safety, well-being, and achievement of all stakeholders; and supports best practices in instruction of educators are considered Best Practices in Leadership while examining the phenomenon of this study. Promoting agency. These practices systematically pass rigorous assessments in the profession that provide evidence of effectiveness and of the practice's reach, feasibility, sustainability, and transferability (Spencer et al., 2013). In Vivo Codes emerged in the data analysis process of finding deductive subthemes in the data.

RQ2.4- Compliance. In the scope of this study that examines the lived experiences of SDLs of ELL/ML services in the NYS region of Long Island, the inductive theme of Compliance proved to be prevalent. Compliance is defined as complying with NYSED Commissioner Regulations ensures that funding continues to be

provided to school districts as they uphold ESSA. Part 154 of the NYS Commissioner of

Education's Regulations (CR Part 154) holds all school districts are required to adopt a

policy on the education of ELLs, plan and provide appropriate services for them, and

evaluate and report their academic achievement (NYSED, 2019b). The deductive

subthemes that emerge via inquiry of compliance experiences are Title III funds,

Immigrant funding for 3 years, ESSA, CR Part 154, and Accurate Student Data.

The next long excerpt is taken from the transcript of Participant Red's 3rd

interview. This statement is succinct. This statement alone demonstrates the complexity

of an effective leadership perspective through the lens of an SDL of ELL/ML Services.

Red began, "There are a lot of things about compliance. It will take us forever to talk

about compliance." The first detail Red chose to discuss was staffing certified teachers.

They stated that is "one of the main things." Red then spoke of a second and a third

important aspect of compliance, "that we provide quality PD which means professional

development to faculty, also that our students are serviced with the correct minutes of

instruction as well." A fourth aspect of compliance that Red shared: "Parental

Engagement is part of it as well." Red then made a connection to using NYSED's

Blueprint for the Success of ELLs guidance document. Red affirmed, "There are various

components that we do that come from the Blueprint for ELLs, to ensure that all of those

components are met." Participant Red, in Interview 3, shared:

> If we get an audit, they come and they have a checklist of all those components.
>
> So, we have to go and check, OK? This is done. They look for budgets. How are
>
> we spending the money on things that are necessary and that are mandated? If so,
>
> we are not in compliance because the money that we get for Title three is

supplemental. So, it pays for things outside of the mandated school day. This can

be before or after school programs.

My research study had led me to now understand that federal Title III funding can

only be spent on supplemental materials and summer, before and after school programs.

RQ2 Deductive Subthemes.

Program Models. Amid the distinction of the three state approved programs for

ELLs, ENL, TBE, and Dual Language, there were several details each participant shared

that were related. All three NYSED approved programs were detailed in Chapter 1 of this

study (NYSED OBEWL, 2014). Each participant had characteristics in which they

focused. The variables affected the best practices in instruction that each participant

mentioned (see Table 5).

Table 5

Excerpts From Participant Interviews Related to the Three NYS Program Models

	Participant Red	Participant Orange	Participant Violet
ENL programs	"We don't have much coteaching at the secondary level because we hired teachers that are dually certified." "We don't have that (dually certified ENL teachers) at the elementary level."	"All our ENL teachers are dually certified, K-12. It's not that we don't have the option to do coteaching. It's more of a has been in place since I've come in." "The superintendent made an effort to hire dually certified teachers the dual certified teachers provide both standalone ENL and the integrated component K through 12."	"I had courses that I created they linked to ELLs; for example, life science, SIFE math, science, social studies, and it's in both middle and high school, and then I also created ENL health, Intro to biology, bilingual prealgebra, bilingual biology, and they already have the staff for this no one had to be hired."
TBE programs	"The level of the quality, when you think about bilingual instruction, the quality of the bilingual instruction that they receive . . . that is definitely a factor!" "It requires more work and time to create bilingual lessons."	"The cultural responsiveness being practiced now opens bilingual programs that support our students, but yet we have the human resources to be able to do this at the same time."	"You have to have a bilingual education program to feed into dual language. That takes a lot of PR (public relations). To do so, I am creating a plan of action."
Dual Language programs	"I will probably be forced to do that (reopen a dual language program)" "We don't have any dual language grants . . . we will have to use Title III funding to pay for that and I need my Title III funding to offer after school programs and summer programs for our kids."	"A dual language program falls under the bilingual umbrella. My school district does not have the population to be able to open up a dual program based on the CR Part 154 regulation."	"We have a dual language pilot in one of the elementary school buildings." "I think that really taps into potential that it's there and maybe through restructuring programs to do a language program where we would encourage now monolingual English speakers to also start learning languages that are in their communities."

Dual Language Program Benefits and Challenges. Participants Red, Orange, and Violet spoke of Dual Language Programs with high praise. However, they also described the challenges in initiating, launching, and sustaining a high-quality dual

language program. Those challenges were not opportunities, yet funding obstacles. Participants mentioned the cost of transporting students to the school that housed the dual language program. They also spoke of grants from the state. Another impediment is the chance that parents may not understand the great benefits of a dual language program. They also said the complete opposite could happen and school district residents complain or worse seek legal counsel questioning the method in which the district chooses the dual language participants. Furthermore, these SDLs of ELL/ML Services have discussed the lack of bilingual teachers applying for jobs. The Spanish speaking teacher would be a tough position to fill according to participants. In interview one, Participant Red conveyed the funding challenges:

> I will probably be forced to do that (reopen a dual language program); however, we will have students that speak English learning Spanish also so everybody there are reasons why we stop. First of all, we had a grant, and the grant is no longer we no longer have the grant. Um, the state gave us a grant, and we don't have any dual language grants for dual language. That doesn't exist really. But we will have to use title 3 funding to pay for that and I need my title 3 funding to offer after school programs and summer programs for our kids. I cannot use the funding for dual language I don't want to do that because then our kids will not really get the summer programs that we have the actual school NYSESLAT preparation. I would not have any of that. I would not have my TOSAs [teachers on special assignment] that I have for the secondary level and now I have one for the elementary levels and it's not too much money anyway. So, it was transportation because we couldn't offer that in every building.

Experiences Transforming Paradigms*.* A distinct part of the complexity of the

position of an SDL of ELL/ML Services is transforming paradigms of colleagues and

other stakeholders. Experiences Transforming Paradigms was a common theme with 640

code applications. Related to that subtheme is Educating Colleagues about ELLs with

398 code applications. We have educator colleagues and stakeholders who are not experts

in Bilingual Education, TESOL, SLA, or ELD. The paradigms of monolingual colleagues

or other stakeholders may be different than the paradigm of a bilingual/multilingual

person especially when it comes to making decisions in school districts regarding the

advocacy, best practices in instruction, best practices in leadership, and compliance of

ELL/ML services. The following excerpts illustrate this. Participant Orange, in Interview

2, shared, **"Every teacher and I'm going to say every administrator and every stakeholder**

is responsible for that child." Participant Red, in Interview 2, stated, **"It is not that they**

didn't want to serve our ELLs. It's never been the intention . . . but, if you don't know,

you think that it is enough." Participant Red, in Interview 3, shared, "We can mentor the

teachers, so the teachers also know why. We can't assume all educators understand our

students' backgrounds. We can never assume that someone knows about the issues that

our kids are going through." Participant Violet, in Interview 2, stated, "Because I think

for the first time, in a district, according to some of my colleagues and at the building

level, is that they were able to see data that pertains to ELLs." Participant Violet, in

Interview 3 shared:

> I created courses, I had to write a proposal for the committee then I had to meet
>
> with them and defend my courses, the reasoning and I had to fill out the form in

which it says what is the objective of the course that is being taught the

professional development needed for it, the materials needed for it.

Participant Orange, in Interview 1, shared:

Another aspect that makes this district distinct is the fact that the administration

was all White and, but I think we're going on the right path, and we are going on

the right path in diversifying the educator workforce within this school district.

Educating Colleagues About ELLs. One aspect of transforming paradigms in

their school district is SDLs of ELL/ML services educating colleagues about the needs of

ELLs and the names in the field. This subtheme was coded 398 times. This was

illustrated in the first interview with Participant Red. Red recited a discourse succinctly,

calmly, and yet somewhat of a diatribe. It appeared this is something this participant says

everyday while educating colleagues:

I'm in the public-school setting so I'm very specific. So, TESOL is a certification.

The ELL is what you call the student, English Language Learner, or Multilingual

Learner. We have Bilingual Transitional Programs here. We don't have Dual

Language programs. And all the students that are in a bilingual setting, they're

English Language Learners. So, I am very sensitive because people (educational

leaders) will say "well . . . that is an ENL student." That is not an ENL student,

That's an ELL student that is in an ENL program. That is an ELL student who is

in a Transitional Bilingual Education program. And the certification that the

teacher has is actually a TESOL certification or the teacher has the one through 6

or birth to 2 our certificate with a bilingual extension. That's another term, with

the bilingual extension. So, I'm very specific there but, I can see why many

people confuse the terms and you can actually see it in e-mails from people that are not well versed in this . . . in the community of bilingual education and or with the bilingual education and the ELL the ENL education with the ELL students. . . That's a Bilingual kid . . . That's not a bilingual kid . . . that's an ELL student who is in a bilingual program.

Participant Red also spoke of a recent speech a secondary principal gave at a retirement party. He quoted an impactful statement. In paraphrasing what he said at this public forum, he stated that Participant Red oversees the immense Bilingual/ENL Department. Which is a school district in a school district. The following were Participant Red's thoughts about that:

I think that when you have a role in administration and depending on the role that you have there, I probably have said the same thing when I was a teaching assistant say . . . and the impact that that message had was very different from the impact that is that is having now as an (administrator on top of the school district hierarchy), it is great you don't know how many times I have said "we are a district, the Bilingual and ENL department, we are a district within a district" right? So, we have here now. . . you hear people say that, and I like that because what that means is that they really understand. This is so true and I'm not saying something just to say it. I'm giving you data. This is why so now . . . and one thing what I do is not just the help I want to have an impact on the kids' lives. Even by telling my story to kids it's just . . . I know that some students even if it gets to one, I did a lot yeah so that's why I don't get tired today.

Not only do multilingual leaders share Bilingual Education and TESOL information with colleagues, but there are also didactic tools exist such as *The Blueprint* (NYSED, n.d.-a) which demonstrates how ELL/ML advocacy and research work guides high compliance, standards, and more rigorous teaching approaches to support the success of all students, maximize instruction, and protect their rights as language learners (NYSED OBEWL, 2014). It is also a didactic guide for educators of TESOL to use when leading and mentoring colleagues and parents in ways to best support ELL/ML student achievement. Following are excerpts from participant interviews to further explain how they educate colleagues and other school district stakeholders. To start Participant Red, discussed the extent of influence an employee has depending on their placement in the hierarchy of the organization. Participant Red, in Interview 2, shared:

> I think that when you have a role in administration and depending on the role that you have there, I probably have said the same thing when I was a teaching assistant say . . . and the impact that that message had was very different from the impact that is having now as a (a school district leader at the top of the hierarchy of leadership).

The next excerpt from Participant Orange reveals the need to assess systems to assure that the compliance in which you are responsible for implementing is explained to those accountable. Orange talked about the cycle in which they assess and improve systems. Orange gets input from teachers, presents it to the principal, and gets the principal's input as well. Orange maintained they always assess systems and different stakeholders for ways to improve. Orange called it "a cycle." After their recent assessment Orange identified the need to work through this cycle, "I scheduled training

immediately because of this need, and because of this compliance piece that we were out

of compliance, this training then once that went about in November, I scheduled another

one for everyone else in the school district."

Although Orange has done a thorough assessment of their new school district's

levels of compliance yet there are staff and faculty that may not be open to what a

director has to say. Connecting to Red's previous point, staff may be reluctant to follow

what you ask because of your place on the organizational chart of the school district. This

is even though the director is responsible for this compliance. This is evident in Orange's

excerpt, where they stated:

> So, the problem that I have right now is that. The person the leads central
>
> registration is not someone that is taking into account that the students are coming
>
> from different academic educational experiences and that connects to the
>
> guidance department. What that would, what would happen is a Chinese student is
>
> entering into a secondary level then they may not give the credibility he deserves
>
> because central registration's understanding should be, we have to look at the
>
> trajectory of a child and be able to understand, OK if this child is coming from a
>
> certain educational system . . . this is one of the things that we're dealing central
>
> registration and school building principals.

Participant Orange then divulged:

> Yes, and education. You have to educate constantly who we call, the
>
> "nonbelievers." What are services, who are even as simple, ELL administrators . .
>
> . educating the difference between ELL versus ENL. Yeah, you often hear the
>
> ENL student, is that it's an ELL student. The program is a program. I'm just

138

giving you a simple example. But yes, it's constantly educating and helping people to understand.

Title III Funds. Participants Red, Orange, and Violet all talked about Title III funds. Each participant focused on different characteristics of Title III funding. To start, Title III funds are federally funded. Participant Red, in Interview 2, shared:

I always prepare myself and the bilingual office as every year was an audit year and I said that's what I said to the current coordinator and assistant coordinator of the Bilingual and ENL department, the end of the year we have to make sure that everything that it is required for title three we have regardless of if we're going to have an audit or not.

Participant Orange, in Interview 1, shared:

Not only am I getting now title three funds at the district level, but also getting district funds that are pretty much on the tax levy, so tax levy funds come directly from the residents, that the taxpayers pay.

Finally, Participant Violet, in Interview 2, stated, "the title three is at a different type of software that you're uploading information to."

CR Part 154. The United State Supreme Court Case, *Lau v. Nichols*, 1974 established the right for ELLs to have "meaningful opportunity to participate in the educational program." Also in 1974, the ASPIRA Consent Decree made Bilingual Education mandated for ELLs. In 2014 amendments were made to Commissioners' Regulations Part 154 which are the requirements for bilingual programs and services. SDLs of ELL/ML services in NYS are usually the educational leader who is responsible to complete a report called the Comprehensive ELL Education Plan (CEEP) for their

school district (NYSED, 2020a). Each participant's excerpt reflects their level of experience completing the CEEP for the state education department. Following are excerpts directly from the participant interview to illustrate the meaning of CR Part 154. Participant Red, in Interview 2, shared:

> But everybody knows, what we have to do is based on compliance. But now we can see the picture here. We ask each other, "Do I have it right now?" It helps. I have the K through 12 bilinguals, and then I have the secondary education. and it is. . . I am an advocate for the kids and I'm at the table where I can actually speak. I say, "Wait a minute, Work on this." . . . bilingual and our ENL programs.

Participant Violet, in Interview 2, stated, "one of my colleagues suggested. That I just dispersed CEEP to all my teachers." Finally, Participant Orange, in Interview 1, shared:

> I scheduled it immediately because of this need. And because of this compliance piece that we were out of compliance, this training then once that went about in November, I scheduled another one for everyone else in the school district. Next, advocacy and my second meeting, which was like a month later, so that we're talking about 3 to 4 months now. One of the things that I brought up was. Concerns with regards to end compliance in terms of the identification process.

RQ2 In Vivo Codes.

Voice. Advocating by speaking up for ELLs and being in a position to affect change in transforming paradigms in their school districts was what participants described as "having a voice," or "being a voice." In their interview 1, Participant Red shared that being inspired by their mentor who got them started their educational leadership journey by thinking "I want to be that voice for our students. I wanted to help.

What can I do to help others?" But in Red's interview two, they brought this desire into reality as in their current position they have that influence. Red said, "I am at different tables. I have a seat at the table. I am their voice at the table." The voice of an SDL of ELL/ML Services is influential in as Orange put it, "you're opening the door for more opportunities, not for yourself, but for that other person who can now open to you and share more of their background their history their language their culture. And it creates a platform of trust." Orange is relaying what they know about ELLs, they need to know someone is in their corner. Violet believes their innate motivation to stand up to injustice is how Violet believes they are the voice for ELLs and their families. In their first interview, Violet said, "I am very, very reflective, and even as a child I would always think when I see injustice or suffering. I would always think about it and what I can do to help." Red, Orange, and Violet all want to help ELLs and their families support their achievement. These SDLs can do this, they are the voice for ELLs.

"I Have Designed our Curriculum to be Pliable." – Participant Violet. The curriculum should be cultural and current. Participant Violet insisted on using the word "pliable" to describe the flexibility educators must exercise when acclimating to student's needs. Participant Orange also mentioned educator flexibility in lessons. When a student is not following, or achieving the objective, it is more important to stop and catch students up using scaffolding strategies than to move on with the planned lesson.

"This District Obviously Believes in Mentoring New Teachers" – Participant Orange. As participants have described their experiences with their mentors, a subtheme emerged regarding new in-service teacher mentoring programs and in-service professional development in the school districts. Regarding new teacher mentoring,

Participant Orange described the rationale, procedure, and benefits of in-service teaching mentoring programs:

> This district believes, obviously, in mentorship and assigning an ENL teacher that is more experienced and has more background in terms of the community in the school culture and understands the ELL population well. So, what I see, that those skills are transferred, in that knowledge is transferred to the newer teacher. And you see you see that reflected in the instructional practices when I go to an observation . . . in terms of the delivery or considerations for what to include in lessons to support students.

SIFE Interventions – Participant Violet. Participant Violet spoke of students with interrupted formal education (SIFE). This student demographic can also be referred to as students with interrupted or limited formal education (SLIFE). Participants Orange and Red also made mention of SIFE and how they put interventions into action to support the achievement of SIFE students.

Table 6

Excerpts From Participant Interviews Related to SIFE

Participant	SIFE insights from participants
Red	"I have a SIFE [teachers on special assignment] for the secondary level and now I have one of the elementary levels and it's not too much money anyway."
Orange	"At my former school district . . . we created a curriculum that was for newcomers for long term ELLs, for SIFE students and it has an overview of themes such as immigration, community, family . . . it has text like *Dreaming in Cuban,* and *Enrique's Journey.* I'm actually looking to use here is Journeys . . . Journeys by Herstory."
Violet	"At the high school in a high needs school district where I worked with SIFE student, I have been working with them for 10 years. After my 1st year of teaching at the high school level, the coordinator of the Bilingual and ENL Department asked me at the end of that school year to see if I can create a curriculum for a class that I was teaching because. I was working with SIFE. We did not have a curriculum."

Note. SIFE = students with interrupted formal education

Curriculum Writing. Curriculum Writing is a subtheme that was coded 30 times in all nine interviews. Each participant shared how they facilitate and plan to implement curriculum writing projects. Participants Red and Violet discussed teacher driven curriculum writing sessions that take place during the summer. Their teachers applied for the posted curriculum writing work. They were paid what one of the participants called "per session" money. Participant Orange appeared proud to bring a curriculum project that they had already led and worked on with educators in one of their former school districts.

Maslow's Hierarchy of Needs, Before Bloom's Taxonomy. Participants Red, Orange, and Violet all touched on the basic human needs of our ELLs that need to be met first to support their academic achievement. Participant Violet focused on the SEL needs of ELLs and the trauma they experienced. Violet also talked about academic programs

that are for all students, but specifically ELLs where SEL manifests the reading, writing, speaking, and listening academic skills in instruction. They believe this is the best practice in instruction. Furthermore, Participant Orange impresses upon their certainty that supporting families is how students' hierarchy of needs gets met, thus they achieve more. Last but not least, Participant Red discussed facilitating Title III funded summer programs for students. Their rationale for the program was not only to provide academic opportunities, but for students to have a meal each day. Participant Red, in Interview 2, shared:

> I'm speaking about shelter and food we have been running bilingual summer programs to work part of that right at some point at some point you think yeah they did for many years when my mentor, the former SDL of ELL/ML services in this district, was here . . . then when I went to the role of SDL of bilingual and ENL, I began to do this because I wanted the kids to have breakfast and lunch. I don't even take a day off in the summer. I still don't know why I don't because I have more work than I had before but that was so important because for many kids it is the only meal that they have. Now we even serve hot lunches!

Participant Orange, in Interview 1, shared, **"bringing basic needs for my students . . . it's** going to help them both social-emotionally, it's going to help them with the academics, and it's going to provide stability."

Research Question 3

The third research question of this study serves to inquire about the meaning that SDLs of ELL/ML services give to the accounts of their lived experiences concerning the four strands of CRSL: Critical Self Awareness, Culturally Responsive Curricula/ Teacher

Preparation, Culturally Responsive School Environment, and Engaging Students, Parents, and Community. The choice of CRSL for this study's theoretical framework was buttressed by this study's participant responses. Not only while describing their experiences did CRSL characteristics emerge, but all participants referenced NYSED's Culturally Responsive Sustainable Framework.

RQ3.1- Critical Self-Awareness. With the support of the CRSL theoretical framework of this study I examined participants' descriptions of Critical Self Awareness. This is the first strand of four in CRSL. The participants of this study and I acknowledge there is a need for a paradigm shift of the way educational stakeholders view and approach the education of ELLs/MLs. TESOL and other language instruction is an asset to our educational system. The core of critical self-reflection is an educator's understanding, role, and expectations, teacher-student interaction, collaboration between teachers, administrators, school district leaders, and the community.

RQ3.2- Culturally Responsive Curricula and Teacher Preparation. Building well informed teachers through sustainable professional development is crucial to ELLs' academic success (Kim et al., 2014). This includes professional development that is launched, implemented, maintained, and assessed. This major inductive theme was coded 999 times. This theme is special. Not only is it coded at a very high frequency, but it also shares aspects of the other several major inductive themes, deductive subthemes, and In Vivo codes of this study. Specifically, participants' excerpts pertaining to the theme of *Culturally Responsive Curricula and Teacher Preparation* can be found in this data analysis when I detailed topics such as *teacher preparation programs, teacher certification, the dearth of bilingual teachers, the cycle of subtracting bilingual programs*

from school districts and pre-service teacher preparation programs, in-service educator

professional development, advocacy groups/ professional organizations, culturally

responsive curricula, and the Sheltered Instructional Observational Protocol. (SIOP).

RQ3.3- Culturally Responsive School Environment. Agency is the capacity, condition, or state of acting or of exerting power. The actions of SDLs depend on the organizational map of their school district and other school cultural aspects that guide their school district. Therefore, agency and their capacity to influence school districts in transforming paradigms varies as well. As stated earlier, not only does this specific SDL fulfill school district leadership responsibilities in their field, but they must also perpetually mentor all school district stakeholders regarding best leadership and instructional practices in supporting the achievement of ELL/ML students.

RQ3.4- Engaging Students, Parents, and Community. This inductive theme speaks to the connection between school district leaders, school building leaders, teachers, support staff, students, and parents. Connections, relationships, and their interactions define how complex systems operate. This continuum is complex. Complex systems are comprised of interacting parties that must transform paradigms together and holistically. Moreover, the parts and their interactions cause new parts to form, along with new structures and new rules of behavior. Complex systems are not static; they are emergent, adaptive, dynamic, and changing (Pappamihiel & Walser, 2009). Participant Orange talked about trauma informed practices that engage students and help them heal via academic skills instruction facilitated by teachers and guidance department staff. Participant Violet even learned their students' home language to ease newcomer students' trauma, and improve parent engagement. Participants explained their positional

146

placement in the school district and how this can enhance engaging students, parents, and community. This was clear during Participant Red's second interview:

> I am at the level that I am right now; I am exposed and I'm able to see all participating different events or have connections with certain organizations in which I can speak about our needs and what we would like for our students.

Engaging Parents. Parent Rights must be communicated to parents in a language they understand. Participants all conveyed the value of this moral to parents and the importance of complying with this part of CR Part 154. Participants Orange and Violet shared the importance of engaging parents with their home language. As mentioned previously, Participant Violet even learned their students' home language to improve parent engagement. Participant Red included the parent communication app their district uses to engage parents. It is called Parent Square.

Engaging Community. Participants Red, Orange, and Violet all mentioned the importance and the desire to engage the school district's community in their mission and vision in supporting student achievement. Two of the participants mentioned the Long Island Latino Teachers Association (LILTA). This is a local organization that was founded by a dedicated teacher. The adjective used by Participants Orange and Violet to describe the founder and president of LILTA display their high regard for her.

RQ3 Deductive Subthemes. In gathering data, the two biggest challenges most SDLs of ELL/ML services face are the graduation report percentage of ELLs and staffing certified faculty.

Research Question 4

Research Question 4 probed SDLs of ELL/ML services' hopes, advice, and predictions for the future of multilingual services in the United States, New York State, Long Island, and their school districts. In vivo coding of the organic verbatim language used by participants is precious data to this study. Only those who have applied and persevered in this complex SDL position can sincerely speak to the hopes, advice, and predictions from this educational leadership lens.

RQ4.1- Participant Hopes for ELL/ML Services. All three participants shared related yet unique and organic expressions of hope for the future of ELL/ML Services. I captured In Vivo codes in each participant's interview regarding their hopes. Participant Red focused on the wisdom of the educational leaders "in Albany," meaning the state education department. These participants also spoke of their hopes for improvement at the state level. They shared their hope of state ed diving deeper in the input given to the state is even more specific regarding the needs of ELLs and how the school district reporting academic achievement of ELLs and former/ever ELLs.

425 Code it Not an Accurate Report of Accountability of Graduation Rates. Both Participant Red and Participant Orange shared the NYSED was arranging a special committee in 2022 that would work to improve systems for compliance via advocacy from committee members. Both Orange and Red shared the committee was going to be called "The Blue Ribbon" Committee. The most specific improvement that Participant Red appears vehement in changing is regarding a 425 code that Participant Red describes below. The 425 code is one of the codes a superintendent uses when completing the Annual Dropout and Non-Completer Report. Before my data collection, I was unsure of

the official NYSED terms for this code and researched NYSED artifacts located on the NYSED.gov official website.

In researching artifacts that participants suggested would represent their role in their school district, I searched recordings of the Participant Red's school district board of education meetings. The meeting after this participant's presentation there was an irate resident asking the superintendent about the graduation rates.

TBE as Additive, Not Subtractive. Participants Orange and Violet mentioned TBE being subtractive right now. This means that TBE is a program that uses students' home language as a support in learning age-appropriate content are curriculum as they are acquiring the English language. Thus, a current objective in the TBE program is for students to achieve the Commanding English language proficiency level as per the annual NYSESLAT. It is when ELLs in the TBE program achieve Commanding, they exit ELL/ML services and no longer qualify for services. Violet conveyed the Regional Bilingual Education Resource Network (RBERN) started a petition to move from subtractive, transitional bilingual education into additive.

R4.2 Participant Advice for ELL/ML Services. All participants were asked for any sort of advice they would give to aspiring SDLs of ELL/ML Services. Each participant focused on aspect of their complex positions from distinguishing lens. Participant Red focused on advice regarding love and follow your heart. Red also stressed to always keep in mind that the students come first. Participant Orange spoke to aspiring multilingual leaders as they applied and interview for a new position. Also, in interview 2, Participant Orange says that an SDL of ELL/ML services needs to "put ourselves in the shoes of parents and students." This is advice that to be effective one must be

empathetic. Participant Violet gave advice from the lens of a new administrator. Violet stressed creating a network of support:

> Create a network create networks within your school district . . . so, of course build relationships. Create networks . . . with other colleagues outside as well throughout the state . . . do not work in isolation. Work with resources such as RBERN. Tap into those resources, you're not alone. I think you can't, you just can't be alone because you can't even spread your ideas and serve as an advocate. Don't be an island. You have to have people around, you have to a trusted source, and that would help an administrator feel even more confident going into a meeting. So, when you say RBERN says that or this, and is what several neighboring school districts such as that it's like a neighboring school district that you would that like people in your district.

Participant Orange, in Interview 1, shared:

> Every district has an internal person that is interviewing for that position. Someone may be connected to someone the school district board of education, an administrator.
>
> But you should always go into an interview . . . assuming that it's yours! And giving it your best, because you may end up turning things around in wowing (laughs) that committee and making them question if wow the internal candidate is really the ideal candidate for the position.

R4.3- Participant Predictions for ELL/ML Services. The fourth research question of this study has a third part. It explored participants' predictions of the future of

ELL/ML Services locally, statewide, and nationally. Although participants shared

predictions Participant Red, in Interview 1, shared:

> We are right now on a journey to provide bilingual and ENL students more access
>
> Not just them, all students. And for example, in the middle schools, only a
>
> handful of students had access to the Regents courses. Only honors students
>
> attended those courses.

Participant Orange, in Interview 1, shared:

> yes, the vision is to bring educators like ME, who can help move that vision
>
> forward, who can help educate those that don't understand the needs of our
>
> students especially, Latinx and black, to bring about initiatives that are . . .
>
> provide that diversity, equity, and inclusion and also to clarify I mean I am
>
> bringing the Nassau County Bar Association, and so we're going to be mentoring
>
> eight students with Latino lawyers! Who are going to provide one on one
>
> mentoring and the mentoring is only going to be with regards to personal aspects
>
> of the child in the academic mentoring, but it's also tying it to creating and
>
> planting that vision for hope a potential future into law and the different fields in
>
> law, and how can you utilize that platform if you ever become a lawyer to now
>
> support your community.

> Presenting that to the parents and educating them on that not only on the medical
>
> aspects of the brain research and the benefits of it right, but also talking about
>
> what it is going to do for your child in the future and open up these opportunities.

Participant Orange, in Interview 2, shared:

And that's the focus this year, the focus is creating a pipeline. To develop. The

interest in. Bilingual education of different individuals. But also incentivizing

individuals to want to go for mitral education extensions and be able to become

educators of the future. Be able to meet the current needs of traditional system.

Participant Orange, in Interview 3, shared, "know you budget your funds, funds we see

from the federal state really encompasses what we do and why we do it . . . the State

Department of Education, first of all has requirements." Participant Violet, in Interview 3,

shared:

> First, I really am excited about the seal of biliteracy, and the possibilities that it
>
> gives and not only for that seal on a diploma but really about how it nurtures
>
> multiple languages . . . things that I would love to change and I think it can impact
>
> positively our students and the outcomes is change from positional welling wall
>
> education being subtractive to being additive so that both languages are measured
>
> in a sense equally so I think that would contribute to sea level literacy and to
>
> bilingualism which is now already started to be required in workforce especially
>
> in hospitals in in the police department they already look at yeah well people to
>
> serve their own community so I think that's one of the things that will be beautiful
>
> if we can expand it to dual language I would love to follow that goal. My school
>
> district has a goal of creating global citizens, and I think you cannot be a global
>
> citizen if you're not bilingual or multilingual. So, I think that offering that equity
>
> to monolingual English speakers is also very important. Within two years, a long
>
> term goal is to expand The Seal of Biliteracy program because the way currently
>
> is set up only students going to AP foreign language courses are the ones who

achieve the seal. I would like to expand it starting this year in September with a

PD for the English department, ENL, World Language and guidance departments

so that they understand what it entails and how we can all leave parts of the

portfolios from grade 7 to Check Point B which is grade 10 so that by that point

they have a portfolio and then they would only so then they would not have to

continue taking language classes if they don't want to because of requirements for

electives if there's no space in their schedules but then that way they would just

then go on and take the Regents in English or AP English and foreign language

credit and fulfill the Seal of Biliteracy requirements.

Conclusion

All SDLs of ELL/ML services' current SDL position were located in school

districts within the Long Island Region of New York State. All three participants learned

English as adolescents; all participants are bilingual. Their years in the field of education

range from 1 to 3 decades. All three participants have recently completed 1 year in their

current position, yet their experiences as school district administrators vary from one to

19 years. Something they also have in common is their transition from teacher to School

District Leader. Participants Red, Orange, and Violet were all teachers for a decade or

less before they became administrators. None of them were school building leaders, such

as an assistant principal or a principal. According to participants, and data.NYSED.gov

participants' current school districts also vary in demographics.

This study aimed to explore qualitative data on what it means to be an SDL of

ELLs/ MLs in New York State, specifically the Long Island Region. The data was based

on this study's conceptual framework (ABBC) and theoretical framework (CRSL). SDL

participants provided crucial context for each of the four research questions addressed,

which I analyzed in greater detail in Chapter 5. However, for the majority of the themes

that emerged, participants seemed to agree, except in areas of their school district

demographical needs, their superintendent's aligned goals, approaches toward other

school district and school building leaders in transforming paradigms and implementing

compliance, and the catalyst, or their "why" that motivates them to support ELL student

achievement. I will present this in the upcoming discussion of the data. In addition, the

next chapter will include the integration of this study's results with prior research.

CHAPTER 5: DISCUSSION

I must be afire with loving those with whom I live and with edifying my own confreres by the exercise of love and inspiring my dear confreres to practice the acts that proceed from it!

—Saint Vincent de Paul, XII: 215

This chapter synthesizes this study's research questions, findings, and literature review. It connects to the previous chapter because it contains the analysis and synthesis of the results reported in Chapter 4. This chapter provides my conclusions and recommendations for my future practice and the future practice of colleagues in the field. As the researcher, I suggest implications for implementation of approaches brought forth by participants in school districts regarding all stakeholders based on the current state of school district leaders (SDLs) of English language learner (ELL) and multilingual learner (ML) services and regional practices that support the achievement of ELLs and MLs.

Culturally responsive school leadership (CRSL) was this study's theoretical framework. CRSL provided a means to describe participants' experiences in this study's conceptual framework: advocacy, best practices in instruction, best practices in leadership, and compliance (ABBC). I was able to organize this study's interview protocol and data analysis via ABBC. It was an effective tool to contextualize participants' experiences. Through the analysis of this study's research questions, I found significant alignment between ABBC and CRSL via the inductive codes: participant's background; participant's school district; advocacy; best practices in instruction; best practices in leadership; compliance; critical self-awareness; culturally responsive curricula and teacher preparation; culturally responsive school environment; engaging

students, parents, and community; participant hopes for ELL/ML services; participant

advice for ELL/ML services; and participant predictions for ELL/ML services. Moreover,

this study was guided by the overarching research question: What does it mean to be an

SDL of ELL/ML services in the New York region of Long Island? Through this study,

individuals can understand the meaning made by an educational leader in this position via

bountiful descriptions of their backgrounds, their setting, their conflicts, and solutions

through which they persevere each day.

Selfless is an adjective to describe the participants of this study because it

emerged from this study that participants did not do their work for themselves.

Participants Red, Orange, and Violet persevered, which can be synthesized in the

aforementioned profound quote about leadership by St. Vincent de Paul. His *confreres*

were his colleagues. In this study, *confreres* are all school district stakeholders, and more

specifically, the colleagues of SDLs of ELL/ML services.

Implications of Findings

Interpretations of the findings that were not anticipated when I began this inquiry

emerged in the analysis and synthesis of deductive themes framed in the major inductive

themes. Research Question 1 drove this study and opened up the need to have a

concpetual framework (i.e., ABBC) to structure the aspects of the SDL of ELL/ML

services and the complexity of their position. To further support the conceptual

framework, Research Question 2 addressed themes in ABBC. Research Question 3

examined the characteristics of this study's theoretical framework (i.e., CRSL) as it

enhanced participants' impacts. Lastly, Research Question 4 explored particpants' hopes,

advisment, and predictions for ELL/ML services as they supported the achievment of

ELL students. Figure 12 is a representation I used to gain a better understanding of the frequency of codes. Furthermore, through this figure, I noticed codes were found more frequently in the two-pronged theme that aligned with Research Question 1. Additionally, I noticed Research Questions 1 and 4 explored participants' descriptions of their past, present, and the future of ELL/ML services.

Figure 12

Tree Map Visual of Inductive Major Themes in Data
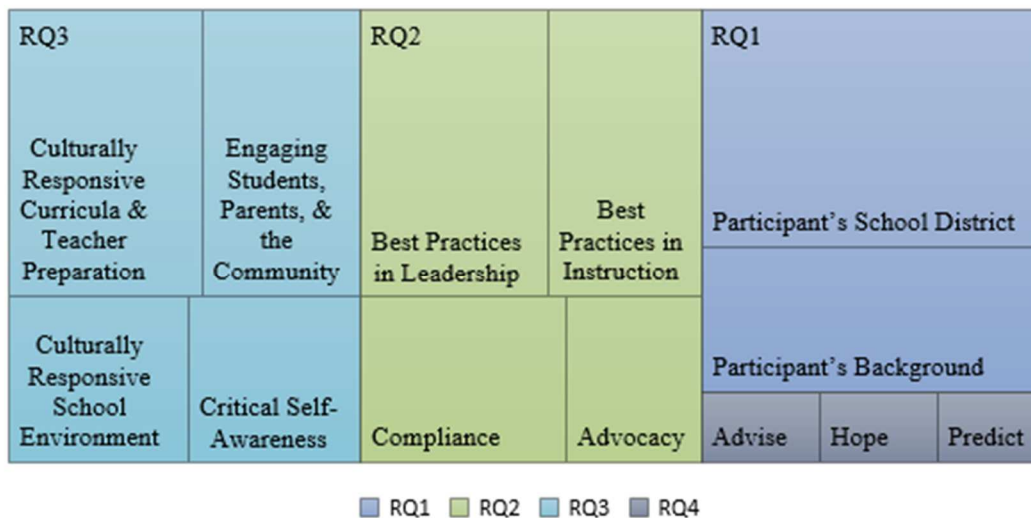
Overarching Research Question

This study elucidated the complexity of multilingual leaders' roles and responsibilities. I investigated what it meant to be an SDL supervising ELL/ML services in the New York State (NYS) region of Long Island. The overarching question of this research study was answered by providing the findings in a multilayered approach. First, I sought emergent patterns among findings. Various interesting patterns emerged

throughout the analysis of this study. Using Dedoose software, the cooccurrence of themes that were inductive from this study's conceptual framework (i.e., ABBC) and theoretical framework (i.e., CRSL) were evident.

Research Question 1 Discussion

This study uncovered how SDLs of ELL/ML services described their professional backgrounds and school district setting in supporting the achievement of ELL/ML students. The linguistic and cultural background of SDLs of ELL/ML services proved to be essential in understanding what had driven their professional backgrounds and led them to persevere each day. The essence of their being was manifested by what they draw from their multilingual and multicultural experiences. Participants Red, Orange, and Violet had numerous overlapping similarities. However, Participant Violet's reason for learning English was quite different. It was not Participant Violet's own choice, nor was it their family's choice, to relocate. Participant Violet had to flee their homeland due to their safety issues in the context of a war in their native country. Therefore, Participant Violet was a refugee, forced to acquire new languages for survival. Although their experiences are distinctive, all participants viewed language acquisition and cross-cultural understandings from an empathic perspective thanks to their shared challenges and opportunities.

Participants encountered problems or challenges in the phenomenon. These dynamic multilingual, multicultural, and well-educated SDLs found solutions and created opportunities for ELLs and their families. All participants of this study agreed that due to advocacy, there had been several positive changes that improved systems in their school district setting, locally and statewide. It appeared these particular SDLs had an innate
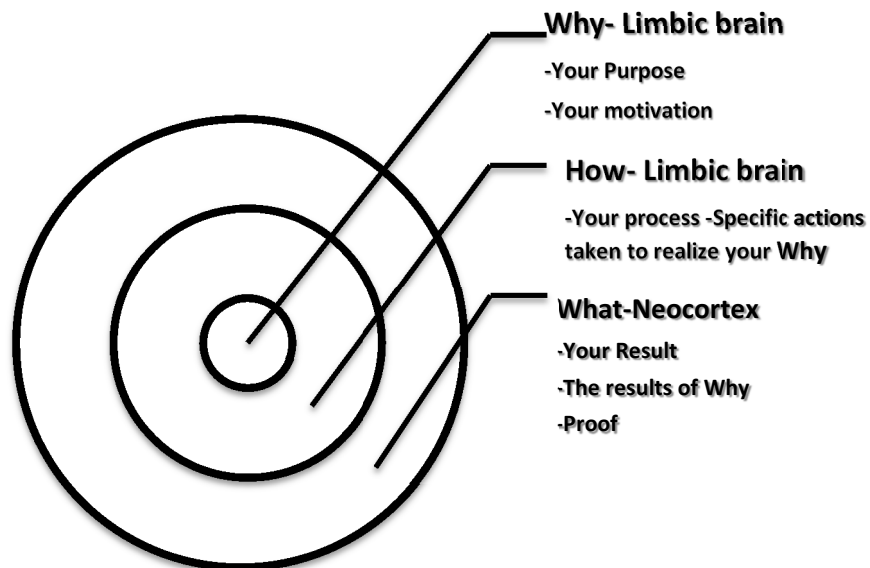
strength–weaknesses–opportunities–threats method in creating and sustaining solution-

based systems and initiatives This method describes the means of assessing and operating

as a leader in an effective manner. As the researcher, I understood this via the

descriptions from their point of view and coding of specific inductive themes and

deductive subthemes. In researching, I became curious as to what created their innate

means of operating. The participants' backgrounds had evidently molded them into

staunch advocates for multilingualism, and for ELLs and their families. Consequently, for

this study to be possible, I needed to uncover my why. This practice helped me to clarify

this study's purpose. My why synergistically connected with the power of interpersonal

connection via multicultural and multilingual learning experiences. This exercise reset

and reinforced the foundation of this study. Furthermore, through this inquiry, it became

evident I needed to uncover the why of each participant to capture the essence of what it

means to be an SDL of ELL/ML services.

People may wonder why an educator would pursue a role such as an SDL of

ELL/ML services. People may also wonder why participants were interested in bilingual

education. According to Participant Red, choosing to apply for this multilingual

leadership position was a big decision. Once Red decided to apply, they "never looked

back." Red's message throughout this study had the foundation of: "When the students

come first, everything else follows." This led to Red's WHY, or their rationale for doing

what they did in this very complex SDL position. Through reflection, a person's why is

uncovered. Educational leaders' innate ability to encourage and motivate rather than

micromanage consciously or not, is called the golden circle (Sinek, 2009). Sinek

illustrated a person's why via the golden circle framework (see Figure 13).

Figure 13

Sinek's Golden Circle

Why- Limbic brain

-Your Purpose

-Your motivation

How- Limbic brain

-Your process -Specific actions
taken to realize your **Why**

What-Neocortex

-Your Result

-The results of Why

-Proof

Participant Orange used the term "a calling" to say what they did was a calling.

They could not put words to it because it seemed innate to them. Thus, people could

understand their WHY. Like Red and Orange, Participant Violet spoke of their innate

calling to stand up to injustice. The following subsections contain further explanations of

the why of each participant.

Participant Red's Why

I am their voice. I have a seat at the table.

—Participant Red, Interview 1

At the time of the study, Participant Red's position was focused not only on

bilingual education services, but also on secondary schools in their district. In analyzing

data, I noticed Participant Red acquired knowledge of all the seventh grade through 12th-

grade curricula in all content areas. One of the most profound statements Red made in all their interviews was: "I am an advocate for the kids and I'm at the table where I can actually speak. I say, 'Wait a minute . . . work on this for our bilingual and our [English as a new language] programs'" (Interview 1). Red could make this statement because of their position in the hierarchy of the school district. Red had recalled, several years prior, "My mentor helped me see the broader picture of how you can, instead of helping 25 kids, you can actually help 6,000 students and families." Later, Red recalled wanting to help; thus, it had come full circle for Red and their reach was much broader now.

Participant Orange's Why

> *To the child we cannot reply: "tomorrow." Their name is "today.*"

—Gabriela Mistral

At the time of the study, Participant Orange was endeavoring to fill in the cracks in the foundation of a more traditional school district. They described their predecessor as someone who took on a lighter role as the director of ELL services. Participant Orange was an expert in dual language programs. Participant Orange was also involved in the leadership of several boards and organizations that advocated for and supported ELLs, immigrants, and their families. These were organizations that supported Maslow's hierarchy of needs for the students and their families (Buksh, 2020). Orange spoke of the most basic needs of ELL students and their families. Orange expressed their assurance of supporting families, which supported the achievement of ELLs. They ensured students succeeded with the support of community organization outreach. Participant Orange stated community outreach and family support are what improve equity, which fills the achievement gap for ELLs.

During Interview 2, Participant Orange stated:

My experience in leadership really started when I was requested [laughs] by a
director of the language for the New York City Department of Education who
knew me very well because he knew the program dual language program, it was,
it became a model for New York City.

Participant Orange was born in the United States, in New York City, and relocated during
their formidable years back to their father's native country. They returned to New York at
the age of 14. Participant Orange clearly remembered the day they returned to school in
New York City. They had not spoken English for 3 consecutive years and needed
language support. Participant Orange specifically remembered being told to sit in the
back of the classroom at their middle school with the teacher ignoring them and having
no friends. Participant Orange vowed never to let this happen to anyone else again. This
experience was what drove this SDL of ELL/ML services into advocacy.

Participant Violet's Why

*I always wondered why somebody doesn't do something about that. Then I
realized I was somebody.*

—Lily Tomlin

Participant Violet's native country was clearly patriarchal; they described their
astonishment at having female leadership in the SDL of ELL/ML services. This
realization first occurred for them as they were being interviewed for their first full-time
teaching position as an ENL teacher. Violet was intrigued by the school district having
what they called "the biggest immigrant community serving school district." Violet stated
they never imagined themselves as a professional, especially not as an educational leader.

162

Through their learning journey toward their position, Participant Violet understood they were a "somebody" who was a voice for ELLs and their families.

Participants' Mentors

Participants' mentors helped them tap into their leadership potential. Educational leadership mentors are crucial because they can offer support and guidance. However, it is not only the mentee who benefits; the mentor also sees their legacy continue (Hackmann & Malin, 2019). People all need a teacher or mentor to tap them and tell them what they genuinely see in their students. Each participant shared their interpersonal connections that stimulated and encouraged their educational leadership skills. A deductive theme that emerged in Interview 1 was how each participant was personally approached by a mentor who believed in them with the suggestion of advancing in the field of education. Participant Red had a mentor they highly regarded who was the former SDL of ELL/ML services in Red's school district. Participant Red also had a professor in their administration program who encouraged them to initiate programs and projects for their mentor. Their supervisor set off the trajectory for Participant Red to promote remarkably high in the Red school district. Red's mentor believed in Red so much that they even created an administrative position for Red.

Research Question 2 Discussion

Research Question 2 was: How do SDLs of ELL/ML services describe transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/implemented for this learner population (i.e., challenges, successes, and impact)? Participants Red, Orange, and Violet shared their experiences as SDLs of ELL/ML services. Through their accounts it is evident the

complexity of this specific SDL could be understood via this study's conceptual framework (i.e., ABBC).

Through concept coding and member checking, I saw the value in leading faculty with approaches, methods, and theories in the same way they expected their faculty to approach their students. In Participant Violet's second interview, I checked for this understanding, stating, "[That was] your idea of best practices and instruction of students and a classroom or small groups, and I would like to draw a parallel to how your training teachers."

It was clear to me that longevity of an SDL who is a well-prepared advocate in a single local educational agency (LEA) can make a difference in how well advocacy, best practices in instructions, best practices in leadership, and compliance can be highly effective in supporting the achievement of ELLs, their families, and their teachers. This finding was evident in the rich descriptions shared by Participant Red in all three of their interviews. In the physical central office building of Red's school district, there was a trifecta of bilingual and ENL systems and support for ELLs, their families, and teachers. As individuals entered the central administration building of Red's school district, they were greeted by bilingual staff such as security guards and clerical staff. This area was where parents were welcomed and taught about the school district, and entering students were evaluated in their home languages and English. There were several signs in more than one language. This was a diversity, equity, and inclusion (DEI) model central in school registration.

Walking down the hall, there was a bilingual/ENL department. This office was recently relocated from a much smaller adjacent office suite. The newer office suite had a

shared space for two secretaries' desks with various computer screens on each desk, two desks for the students with interrupted formal education (SIFE) teachers on special assignments, and a table that could seat six or more people for meetings. The adjoining office was a large office for the district coordinator of bilingual and ENL services. Two smaller offices were for the assistant coordinators of bilingual and ENL services. Upstairs from the bilingual/ENL department office was the office of Participant Red. Their title was higher on the organizational chart of the school district, yet they had the phrase bilingual/ENL in their title. Moreover, looking at Red's school district central administration building, there were three well-established offices that would form a triangle if connected with an imaginary line. This triangle manifested the whole central administration building. This layout aligned to the needs of students and their parents in a school district where almost 40% of their student population qualified for ELL services in a demographic that was 86% Hispanic.

During Interview 3 and member checking, I asked Participant Red to clarify what they meant by there were "two parts to compliance." Participant Red said one part of compliance is the funding/budget and the other is the instruction or the reporting. Participants said they would never talk about funding while transforming paradigms with other SDLs and stakeholders when teaching them about CR part 154 or Title III funding. Participant Red focused on why the recheck regulations existed and how they helped students.

Participant Orange stated they started transforming paradigms with their why and the reasons behind the regulations. However, Participant Orange recommended being open and "blunt" when asking administrators if they wanted to be audited or monitored

by the state. Then, Participant Orange went through what the typical audit was like. They shared it lasted for 2 weeks, and every stakeholder was interviewed, from the superintendent to the school custodian. Participant Orange talked about corrective measures. They saw opportunities for the school district to learn even more about what was necessary to fill the gap for ELL achievement.

Participant Violet learned that quoting what the regulations have said—such as Title III, CR Part 154, Auburn, or Boards of Cooperative Educational Services (BOCES), or what the New York State Education Department (NYSED) says—was not adequate. The learning curve of the first year for this participant led them to focus on the reason and the why, and not the regulations or the funding. In this way, participant Violet was like Participant Red; Participant Red had already learned this lesson.

Research Question 3 Discussion

I synthesized the meaning SDLs of ELL/ML services gave to the accounts of their lived experiences concerning culturally responsive leadership. One way to clearly carry out the complex responsibilities in ABBC that encompassed the role of SDL of ELL/ML services was to buttress ABBC practices with this study's theoretical framework (i.e., CRSL).

It appeared each participant was self-aware of the empathy they felt for students who were newly acquiring the English language. This empathy can be attributed to their own experiences as ELLs in their adolescent years. Connected to their own personal and professional empathy for ELLs and their families, the cruciality of DEI manifesting their school districts are ways to describe and measure the level of effectiveness of CRSE practices and evidence. They were critically self-aware of the frameworks and systems in

place in their school district that pertained to DEI work. In this awareness, all participants were in the consensus that dual language programs strongly supported numerous aspects of DEI work. A didactic tool that NYSED (2019a) had commissioned was CRSE.

The ELL demographic encompasses multilingual and multicultural students. Thus, it is clear through participant statements that culturally responsive curricula and teacher preparation were essential in closing the achievement gap of this demographic. Moreover, it was crucial in supporting their achievement for success through DEI work. Subthemes that emerged in the theme of Culturally Responsive Curricula and Teacher Preparations were Professional Development and Staffing Certified Teachers. An example that made this statement clear was in Interview 2 with Participant Violet.

In Interview 3, Participant Orange recounted their experiences with the phenomenon of a certified bilingual teacher staff shortage. In their former position as high-tiered administrators, they experienced the frustration of teacher education programs at universities and colleges not promoting preservice teachers applying for their bilingual extension to their teaching certificate. Participant Orange described the toxic cycle of the lack of bilingual teacher position openings due to the lack of bilingual teacher candidates. This cycle was partially due to the lack of bilingual teacher preparation programs, which was due to the lack of bilingual teaching positions that schools posted. Participant Orange called the system "broken."

In Interview 2, Participant Orange thoroughly reported the challenges of staffing certified bilingual faculty. Teacher candidates who are bilingual or proficient in a language other than English are not enticed to earn their bilingual extension. When a teacher is bilingual and has a bilingual extension to their teaching certification, NYS does

167

not indicate which language the teacher is bilingual in. This example is what Participant Orange meant about the system being broken. New York Teach was a portal where administrators could locate teacher certification, yet the language in the teacher is bilingual in was essential to know. School districts, specifically Long Island, offered more ENL or English classroom positions, not bilingual classrooms. This lack of bilingual classrooms can affect the job market, which then affects teacher preparation programs such as preservice teacher programs and universities. Universities have not been producing bilingual certified teachers; therefore, school districts have not been opening bilingual classrooms. Those schools are held accountable but not enough to motivate them to open bilingual classrooms, which is another reason the system is broken.

Participant Red did not go into detail as much as Participant Orange did. Participant Violet did not talk about teacher certification but remembered having to look back. The ESL teachers hired at the Orange School District were all bilingual. They were not certified as bilingual but were bilingual at the secondary level. At the elementary level, in Orange's school district, grade level teachers and mainstream general education teachers with ELLS in their classroom are called dually certified, yet the teaching English to speakers of other languages (TESOL) portion is only 15 credits.

In Participant Red's school district, at the secondary level, dually certified teachers and some teachers only certified in English to speakers of other languages (ESOL) to teach the entering emerging and transitioning students. Yet, all ELA teachers at Red's school district had their ESOL extension. NYSED called this certification being

dually certified in school districts. Therefore, no co-teachers were doing integrated instructional delivery in Red's high school.

In their new newest position, Participant Red was responsible for directly reporting graduation rates to the NYSED. Participant Red showed disappointment in this accountability system. They hoped the Blue-Ribbon Commission would get input from school districts and create better pathways for graduation; however, the priority was to make sure the accountability system accurately reflected how an ELL student could not return to school and not graduate from high school.

Schools can use DEI factors to describe and measure the level of effectiveness of CRSL practices and evidence. Again, the ELL demographic encompasses multilingual and multicultural students. Indeed, it is clear through participant statements that CRSEs are essential in fostering a school culture and means of operation in closing the achievement gap of this demographic. Moreover, it is imperative in supporting their achievement for success through DEI.

Dual language is a program that could promote DEI work. It also clearly supports CRSL because stakeholders must have a sense of critical self-awareness, curricula, teacher preparation, CRSEs, and engage students and parents in the community. This study demonstrated two languages were the ideal way to effectively facilitate DEI in school districts.

A significant piece of Participant Orange's school district's student registration department where Participant Orange was affecting change was the new Parent Welcome Center. Here, parents viewed welcome orientation videos as tutorials for parents in registering their children. Another logistical support for ELLs of Orange's school district

was the ELL Resource Room. Participant Orange had experiences where ELL students approached their office to ask for help finding the school nurse's office or the school's main office at the high school. They had not only guided students to these offices, but they also translated for the students. Methods such as this were also detailed in the parent welcome video that parents viewed at the welcome center. Participant Orange remembered several other experiences they knew of when teachers or other school employees were asked to translate. These translations happened outside of their contractual obligations. In summary, Orange saw ways to be a change agent as they transformed paradigms to support the achievement of ELL students via systems such as student registration and language accessibility (i.e., translation services). This idea linked to the next theme of Engaging Students, Parents, and Community.

Research Questions 2 and 3 Cross-Impact Discussion

This study investigated how SDLs of ELL/ML services described transforming paradigms as they led their school districts in complying with shifts in educational regulations mandated or implemented for this learner population (i.e., challenges, successes, impact). I synthesized the meaning SDLs of ELL/ML services gave to the accounts of their lived experiences concerning CRSL. As mentioned, there were several emergent patterns among findings throughout the analysis. I used Dedoose software, which supported the analysis of cooccurring themes that were inductive from this study's conceptual framework (i.e., ABBC) and theoretical framework (i.e., CRSL). This analysis can be seen in the following cross-impact matrix of this study's conceptual framework and theoretical framework (see Table 7).

Table 7

Cross-Impact Matrix of ABBC Conceptual Framework and CRSL Theoretical Framework

		ABBC conceptual framework		
Strand	Advocacy	Best practices in instruction	Best practices in leadership	Compliance
Strand 1: Critical self-reflection	Compliance is built on research and advocacy that protects the rights of ELLs and their families. "We're not just checking boxes." Paradoxes exist in compliance, yet SDLs have hope for improvements.	Follow your heart/True North What's your why? (Sinek, 2009)	"I want the best for our students" - Participant Red Creating opportunities for ELLs Most effective program placement	Inspiration for becoming SDL of ELL/ML services Empathy for ELLs Being their voice
Strand 2: Culturally Responsive curricula & teacher preparation	Frameworks and procedures to protect students' rights and guide teachers in supporting their achievement Approach colleagues with the "why" behind compliance.	Staffing certified bilingual and ENL teachers Continuous and sustainable professional development	Mainstream and Special Education teacher preparation with TESOL approaches, methods, theory, and practice support	Educating peers on best practices in the instruction of ELLs Promoting bilingual education "All teachers are teachers of ELLs" (NYSED, OBEWL, SUNY, n.d.)
Strand 3: Culturally responsive school environment	Paradox of these characteristics already manifest compliance, yet lacks in accountability of implementation of DEI Explicitly, use "The Blueprint" as a mission and	Creating a structure, and fostering a school culture of DEI and accountability Stakeholders approach other stakeholders with	Central registration systems for best placement Dual language programs are an excellent example of DEI in schools. DEI is authentic, visible, and sustained	All stakeholders can be advocates ELLs Greatly reduces/stops Microaggressions toward people of diverse backgrounds and identities
Strand 4: Engaging students, parents, and community	Focus on how compliance supports student achievement, not the funding it brings in.	Initiates and sustains accountability of practices in stakeholder engagement	Parent welcome center Language accessibility	Parents are aware of their rights Parent advocacy is effectively facilitated

CRSL theoretical framework

171

Research Question 4 Discussion

Research Question 4 was: What do participants hope for, advise, and predict for ELL/ML services in the future? This study's participants shared their hopes for the future of ELL/ML services. The immediate and future goals of the three SDLs of ELL/ML services of this study were similar yet varied. Their goals were either explicitly stated, or implied: they wanted to be a superintendent, NYS regent, assistant superintendent of curriculum and instruction, and wanted to master their current position. Meaning making behind Participant Red's responses regarding hope related to kids, even at the elementary level. Red understands students cry on the last day of school. They understand that students come running in the morning during arrival time. This is a testament to what is happening in Red's schools. As Red spoke I understood that throughout New York, United States, and at the federal level the subtractive and the deductive term of LEP is still being used and in ESSA. This is something that needs to change. Although, in looking the most current ESSA, I noticed the usage of the phrase "English Learners." Participants, especially participant Red, shared they hoped that when students transferred from other school districts there was a more official procedure to get students records. The hope that Orange and Red shared was similar. They hope a formal and equitable procedure would exist regarding student record access. Red's Bilingual and ENL department appears to be a model for ELL/ML services for other school districts throughout New York State. This is due to the data I collected in which Red illustrated their high-quality leadership by describing the coordination and staffing of all things bilingual and ENL in their school district. This led me to realize how they have functioned as the architect of the coordination and compliance procedures that manifest

several aspects of student registration and instruction. I also realized how Red's bilingual and ENL now manifest several aspects of their school district as Red's office is located in a suite with other school district leaders. They shared that on a different floor in the administration building they house their Bilingual / ENL department. That is where the Bilingual /ENL Coordinator has their office. Red said they have a satellite office for student registration at the entrance of the administration building. In this, it is evident that Red feels ethically and morally responsible to educate and lead stakeholders regarding supporting the needs of ELLs and their families. Red, Orange, and Violet all appear to persevere as they continue to view challenges as opportunities. They teach and lead peers and stakeholders in supporting the achievement of ELLs. All participants see themselves as a voice for ELLs and their families.

My composite of the findings across all the descriptions of all three SDLs of ELL/ML services revealed themes such as staffing certified bilingual faculty; DEI school district assessment and action plan; representation in staffing of ethnic backgrounds; the culturally responsive sustaining framework from NYSED, BOCES, and Regional Bilingual Education Resource Network (RBERN); teacher education programs in universities; language accessibility; parent welcome centers; the NYSED Seal of Biliteracy; systems that need improvement; opportunities; empathy; the participant's why; approaches to transforming paradigms; implementing CR Part 154; maximizing Title III funding; approaches, methods, and theories; curriculum writing, social emotional learning; corrective measures; the Every Student Succeeds Act; immigrant funding; student data; knowledge of students' backgrounds; materials and resources; pathways to graduation for ELLs; the accountability system of reporting immigrant graduation rates

beyond high school graduation; in-service educator professional development; participant's learning journey; mentors and mentoring; professional affiliations; shifts in demographics in their school districts; collaboration in the school district and local peers; systems in their school district; the New York State Education Department; and the United States Department of Education.

Relationship to Prior Research

In answering this study's overarching research question, I sought to inquire what it meant to be an SDL of ELL/ML services. As I began this study's literature review by reading and learning about seminal research by Ladson-Billings and Gay, as stated in Chapter 2, I needed to focus this study's theoretical framework from the lens of educational leadership. Thus, I chose CRSL as proposed by Khalifa et al. (2016), whose work was a synthesis of Ladson-Billings' seminal work with culturally relevant pedagogies, and Gay's culturally responsive pedagogy. There was a clear connection to other research, literature, and theory, which was necessary for this study's discussion.

After gathering and analyzing participants' interviews and artifacts, more aspects of the original literature review in Chapter 2 emerged. I was motivated to research more cultural responsiveness in education. This inquiry led me to locate research on culturally sustaining pedagogy, research on culturally responsive teaching and the brain, and research on the linguistically vulnerable. Furthermore, in appreciation of the emergence of participants' motivation to persevere in the calling to lead in such a complex educational leadership role, it was clear to me that it was due to their why. The why was framed by Sinek (2009) and is further discussed in this chapter. The why strongly connected to all participants, demonstrating students' basic human survival needs must be

met before thriving academically. Meeting these needs can create equity in education. These connections are what support the need for CRSL in schools.

In his seminal 1943 paper, *A Theory of Human Motivation*, Maslow (1943) posited the motivation behind human behavior is determined biologically, culturally, and situationally. Moreover, the hierarchy of needs framework illustrates how biological, cultural, and situational needs must be fulfilled for a human to survive, then proceed to thrive. This current study demonstrates participants' needs were fulfilled by sharing and supporting their students' biological, cultural, and situational needs to survive, and then thrive academically. Maslow published the hierarchy of needs framework in 1943, which examined human development and motivation. Around the same time, Bloom (1956) published a framework for categorizing a classification of rigor in educational goals, which is known as Bloom's taxonomy. All in all, to create equitable educational opportunities for all students, especially ELLs, school leaders must support the fulfillment of students' hierarchy of needs before, or as, they inculcate the importance of rigor and goal-oriented instructional practices in the classroom.

Subsequently, the why of Sinek's (2009) golden circle framework is what entices people to have similar beliefs. Like the participants of this study, ELL students and families assume they will survive, then thrive, in the United States. A felt need to express their hope in their relocating to the United States is how they feel about their own opportunities and their own ability to get by and provide for their families in a new land. Sinek (2009) stated:

And within the big WHY that is America, it breaks down even further. Some people are better fit in New York, and some are better fits in Minneapolis. One

culture is not better or worse than the other, they are just different. Many people

dream of moving to New York, for example, attracted to glamour or the

perception of opportunity. (p. 98)

Chapter 2 demonstrated the rationale for the inductive themes I used to frame this

inquiry in the lived experiences of SDLs of ELL/ML services. Participants Red, Orange,

and Violet validated the importance of the inductive themes. The following literature

synthesis corresponds with and profoundly deepens my interpretations and understanding

of what it means to be an SDL of ELL/ML services.

Limitations of Study and Bracketing

At the start of this inquiry, I was concerned about my bias. Consequently, my

rationale for this study, and my rationale for becoming bilingual and an advocate of

multilingual education, led me to be concerned about biases I may have carried into this

study. However, it was easy for me as the researcher of this particular study to bracket the

information that participants provided during interviews. This ability was also thanks to

my personal experiences and my lens via my positionality in the field of education being

different than my participants. Unlike Participants Red, Orange, and Violet, I did not

relocate permanently, nor needed to learn a new language for survival. I traveled and

lived in other countries and became bilingual by choice. Moreover, through data

collection, I did not need to bracket participants' input through their lenses as SDLs of

ELL/ML services. At the time of the study, I had been a teacher for 24 years and a

staunch advocate of multilingual education, but I had never held a position as a school

district administrator or a school building administrator. Therefore, the lens of

participants was much different from anything I had ever experienced, both professionally and personally.

Bracketing was helpful during data collection when a topic that I feel strongly about emerged. I identify as a New Yorker and, as stated, a steadfast advocate for multilingual and multicultural education. There was one particular theme that emerged in Interview 2 for all participants, which was the subtheme of teaching certification and the phrase *dually certified* teachers of English speakers of other languages (ESOL). It is my strong belief that being certified by ESOL in NYS is an exceptional area of expertise. The 15 credit programs that NYSED was accrediting in universities has led to the usage of the term "dually certified" teachers in ESOL. This term has evolved in describing teachers who are certified in one content area, special education, or other mainstream teaching areas and attending an ESOL course for 15 credits. During data collection, I felt an emotion of disappointment when participants mentioned the hiring of dually certified teachers in this context. My strong belief in supporting the achievement of ELLs lies in what it means to understand the needs of ELLs and their families, and best practices in approaches, methods, and theories built on a foundation of cultural responsiveness. It is my belief that these skills cannot be effectively garnered in 15 credits. I was challenged by bracketing my emotions when this topic emerged in Interview 2. However, Interview 2 served as a didactic experience for me because Participants Red, Orange, and Violet taught me that challenges are opportunities for improvement. Therefore, Interview 2 was an opportunity for me to practice restraint in becoming overzealous when discussing this topic on a professional platform. That practice was how I overcame this challenge and was then able to bracket any possible bias I may have.

I was also able to bracket my pride for NYS and my passion for the fields of

TESOL, bilingual education, second language acquisition (SLA), and English language

teaching (ELT). At the time of the study, I had been a teacher of language in NYS since

1998. My abundant experiences bolstered the inductive themes, yet I felt concerns of

bias. Therefore, the phenomenological research design of this study guided me to not

only bracket, but to also use member checking to ensure trustworthiness of the data.

Participants shared what they felt "seen" during member checking. For example,

Participant Violet stated in their Interview 3 that the alignment of my interview protocol

thoroughly examined their role as an SDL of ELL/ML services. This comment brought

me to believe I had touched on all aspects of this complex position in overseeing the

ELL/ML services of a whole school district. Yet, I wanted to further examine if there was

a possibility that there were some aspects of this position that I may have omitted due to

my *naïveté* to being an administrator who is compelled to fulfill these complex

responsibilities. This query is discussed in the following recommendations sections.

Recommendations for Future Practice

In this section, I provide recommendations and suggestions to practitioners and

policymakers in the field that emanated from the findings of this study. Knowing what I

knew after the study was conducted, I had recommendations applicable to those

conclusions. My recommendations, based on this study's findings, are actionable because

they address changes to systems, policy, and practices (Bloomberg & Volpe, 2016).

This study uncovered the possibilities for educational stakeholders to support the

achievement of ELLs via grant projects and funding. The field of teacher education

interests me the most. Successively, my impact and the impact of others can not only

reach one classroom or one school but can also impact the practices of several educators in several classrooms and schools. The focus of teacher education I speak of is TESOL and CRSL. The NYSED (2019) culturally responsive sustaining framework was an excellent tool to support these endeavors. This framework is based on four principles that aligned with this study's theoretical framework (i.e., CRSL). The four principles of NYSED's framework are: welcoming and affirming environment, elevated expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning.

As Participant Red reported, they have always anticipated shifts in local, state, and federal educational regulations and mandates that directly affect the education of ELLs/MLs such as ESSA, Title III, and CR Part 154. Through the theory of futuring paired with school leadership, school district decisionmakers can create decision-making models in anticipation of very possible scenarios they will face. These scenarios can include both challenges and opportunities. It is a highly effective educational leader who plans accordingly. Bernato (2017b) stated, "Good futurists' thinking also requires . . . thinking to assure the multidimensional analysis of choices that decision makers consider and assumes a mindset that thinks in terms of multiple futures" (p. 61). SDLs of ELL/ML services can collaborate with their superintendent and other SDLs in preparation for an increase of students who will qualify for ELL services. Additionally, in connection with planning and collaborating with school district stakeholders, an additional future practice I recommend is the creation of tools, such as a how-to guide. The verbs in gerund form mined from participants' interview data can be forged into a guidebook on how to be a highly effective SDL of ELL/ML services.

Finally, through Participant Orange's emphasis on supporting the families of ELLs, parent outreach event planning is a particular area for future practice. For people who have facilitated such events, they know to include engaging students, parents, the community, and various faculty and staff members of a school building. Moreover, this study has spawned several avenues for more future practice, which are detailed in the following section.

Teaching English Through the Content Area

To quote the NYSED (n.d.) *Blueprint for the Support of ELLs*, "All teachers are teachers of ELLs" (para. 1). Targeting and strengthening teacher education programs at colleges and universities is crucial. Not only do preservice teacher candidates need to know theory, methods, and approaches in teaching English through the content area, in-service teachers need support too. The findings of this study have led me, and can lead others, to begin to create a more effective and sustainable in-service professional development program for mainstream teachers. Other venues such as the teacher centers in each school district throughout NYS must offer in-service teacher professional development in TESOL. Not only should these professional development opportunities be offered to bilingual and ENL teachers, but they must also be offered to mainstream teachers. These include teachers of general elementary education, classroom teachers who hold an NYS teacher certificate for grades K–6, or content area teachers such as math, science, social studies, and English language arts teachers for Grades 7–12.

Blue Ribbon Committee

I began this study's inquiry detailing advocacy and local, state, and federal court cases that have affected educational regulations that directly relate to supporting the

achievement of ELLs. I now raise the question: To what extent can government take

federal and state educational regulations, and form specific local regulations that align

with the nationwide and statewide regulations? Thankfully, there is a newly formed

NYSED OBEWL committee called the Blue-Ribbon Committee, which represents all

regions of NYS. The delegates who have been chosen to represent all levels of

stakeholders. They take input from these stakeholders, such as SDLs of ELL/ML

services, guidance counselors, and educational researchers. Because of this study's

findings, it is my hope that procedures and codes in reporting the graduation rates of

transient immigrant students will be modified. With that, more initiatives to support

immigrant students to stay in school must also be created. More importantly, the

structures and action in intervention is not, as Participant Red stated, a "one size fits all."

There must be appropriate academic rigor that challenges ELLs to succeed academically.

It must be flexible, like a sliding scale that includes high standards and meaningful

effective support of students.

CRSL

CRSL is a highly effective leadership style for educational leaders. This

leadership style would ensure accountability of a school organization in the aspects of

DEI. One of the major findings of this study was that mandates are the minimum to

support the achievement of ELLs, and findings of this study show the CRSL framework

can enhance the concept of ABBC as the minimum, enriching the school organization's

practices and beliefs via the four strands of the CRSL framework. The four strands can

also be used as tool for assessment, support, and improvement of school districts' level of

effectiveness in engaging students, parents, and the community in supporting the achievement of ELLs.

The Why

Participant Red illustrated how to share the rationale for what SDLs do. The rationale was linked to the reason or reasons why certain educational regulations exist. A motif that ran through this study's findings was evident when an SDL of ELL/ML services was approaching stakeholders—especially other school district leaders, superintendents, teachers, and building principals—the why was the rationale that undergirded compliance and best practices. This is an important and effective didactic method in transforming paradigms in a school district. The why behind the compliance and best practices can function as a bridge in transforming the paradigms of stakeholders who do not have a background in the field of multilingual education. This didactic experience is what develops professional skills in supporting the achievement of ELLs and all students. Therefore, explaining the why helps with effective communication with colleagues and other stakeholders regarding the implementation of compliance regulations relating to ELLs. In summary, SDLs of ELL/ML services must refer to the rationale, research, and benefits for ELLs.

Applications of this study's findings can also be applied to the following practices:

- NYS professional affiliations such as NYS TESOL and NYS Association of Bilingual Educators (NYSABE) and advocate and facilitate professional development;

- promoting teacher education programs for bilingual and ENL preservice teachers.

- professional development for in-service teachers and other stakeholders.

- culturally responsive school environments with visible and sustainable practices.

- engaging parents' and guardians' language accessibility via a parent welcome center.

- analyzing the equity between the bilingual/ENL department's organization table and if it can staff an effective number of administrators, faculty, and staff.

- This research study is a Type I process of the information analysis phase (Bernato, 2017a). Future practice can be Type II: Two Dimensional If-Then, and Type III Processes: Three-Dimensional Projections (Bernato, 2017a).

- Educational leaders would find it productive to facilitate activities around faculty and staffs' "because" for working in schools. "What's your why?" literature is accessible.

- NYS TESOL and NYSABE are two powerful statewide advocacy and professional support organizations that will support this crucial endeavor.

This study was a catalyst for several of the recommendations for future practice. This study also inspires future topics for educational research that I recommend in the following section.

Recommendations for Future Research

Knowing what I know now to be true, I recommend specific research be conducted in the future. As mentioned in the limitations section of this chapter, I would like this study peer reviewed by other SDLs of ELL/ML services across Long Island specifically, and throughout the regions of NYS, such as: the Capital Region, Hudson Valley, Central New York, Western New York, and New York City regions.

A similar study can include SDLs of ELL/ML services from other regions of NYS, such as the aforementioned NYS regions. Similarly, a different study can swap out the specific SDLs of this study with other SDLs of specific disciplines, such as mathematics, science, or social studies, which would be an interesting comparative study (Burns, 2021; Elfers & Stritikus, 2014). Another comparative study would be to assess the roles of SDLs of ELL/ML services, the SDL of special education services, and the hierarchy of their department support and staffing.

Another recommendation for future research is to examine the student data input norms and procedures in the 731 school districts in NYS. People can inquire about the hierarchy and accountability system of ensuring accurate student data are inputted into the school district's learning management system. A research question for this proposed study can be an investigation into who is responsible for checking the accuracy of ELL student data to ensure compliance of CR Part 154 for each school district.

Mentoring emerged as a theme in this study. Mentoring in the field of education takes on various roles at differing levels. Therefore, a valuable research study into novice SDL mentoring programs should be conducted. This study examines novice

administrators' mentoring programs through their support systems such as the School

Administrators Association of NYS.

This study was a catalyst for 5–10 scholarly research articles I plan to pursue. The

topics of my future research articles include:

- Trends in the percentage of students qualifying for ELL services in NYS

- Effects of the COVID-19 global pandemic and ELL students

- Compliance: One size does not fit all

- Mandates are the minimum in supporting the achievement of ELLs

- Compliance of ELL regulations: Start with the WHY, collaborate the HOW,
  and sustain the WHAT

- To what extent do all teachers understand they are all teachers of ELLs?

- What is the WHY for multilingual educators?

To extend this study in the future, a researcher in the field can study SDLs of

ELL/ML services in NYS because their responses relate to different styles of leadership

such as affiliate leadership, authoritarian leadership, coaching leadership, constructivist

leadership, democratic leadership, flattened leadership, instructional leadership, laissez-

faire leadership, pacesetting leadership, servant leadership, strategic leadership,

transactional leadership, and transitional leadership (Schein & Schein, 2017).

This study has shined a light on several aspects of the complex role of an SDL of

ELL/ML services in the NYS region of Long Island. Thus, the possibility of future

research from the findings of this study are robust. The conceptual framework of this

study (i.e., ABBC) and the theoretical framework (i.e., CRSL) proved to be effective in

examining what it meant to be an SDL of ELL/ML services and were an excellent way to frame possibilities for future practice and future research.

Conclusion

The phrase "We can't Bloom unless we Maslow" (Buksh, 2020) is true for all stakeholders, young and old, including students through superintendents and community members. This whimsical play on words brings together two important theories in psychology: Maslow's (1943) hierarchy of needs and Bloom's (1956) taxonomy. During and after the COVID-19 global pandemic, this is a saying we need to remember more than ever. Participants Red, Orange, and Violet all emphasized the crucial focus educators must have on meeting ELLs and their family's basic needs for surviving. It is then that we as educators can focus on them thriving.

Overall, the position of an SDL of ELL/ML services is unique in its complexity. Moreover, if staunch advocates of multilingual education expect all stakeholders to have knowledge of student background and the needs of language learners, then advocates such as SDLs of ELL/ML services must scaffold information. As SDLs of ELL/ML services approach the transformation of paradigms in their school district, they should also provide learning opportunities for stakeholders, just as stakeholders should as they facilitate learning and opportunities for ELLs and their families.

Although there are paradoxes in NYSED and school district systems, these SDLs have hope and predictions for the future of ELL/ML services. It is through their motivation to persevere driven by their original why that they can apply for, persist, and excel in the position. Cross-cultural and multilingual connections and experiences create connections, peace, and understanding in the interpersonal communication between

school district stakeholders. Thus, the relationships, school systems, procedures, and

environment improve the achievement of all students, specifically the achievement of

ELLs. This achievement is apparent in the rich descriptions of Participants Red, Orange,

and Violet. Participant Orange also explicitly stated this point on another level when they

quoted the first Latina woman to receive the Nobel Prize in literature, Gabriela Mistral,

"To him we cannot reply: 'tomorrow.' His name is 'today.' Many things cannot wait; act

now" (Garafulich-Grabois, 2022).

EPILOGUE

This experience has been wonderful in that any challenge has opened up several opportunities for me, professionally and personally, such as connecting with NYS TESOL, at my full-time teaching position, my part-time adjunct professor position, and for my future in teacher education programs at universities and in-service educator professional development consultation.

I am extremely proud of this research. As the current president of New York State Teachers of English to Speakers of Other Languages (NYS TESOL), this research study was the catalyst for my leadership. The mission and vision they facilitate incorporates DEI, CRSL in ABBC, supporting preservice teacher education programs, and supporting the implementation of in-service teacher professional development. It is clear this will educate all educators about the needs of their students and lessen the microaggressions students who are already traumatized with more trauma placed on them from school employees. These crucial improvements to the education system can be done by collaborating with each teacher center, BOCES, RBERN, and other affiliated professional nonprofit organizations such as New York State Council of Educational Associations, and New York State Association of Bilingual Educators.

Moreover, I encourage the movement of promoting the benefits of bilingualism and multilingualism; Bilingualism as an asset is a campaign, I have been eager to promote for several years. Specifically, I wish to examine movements to modify transitional bilingual education (TBE) as language additive, not subtractive. Additionally, I want to look at promoting the Seal of Biliteracy and making it more accessible to more than just advanced placement students. Last but not least, I wish to promote

foreign/world language in elementary schools (FLES) and improve the second language acquisition of world language programs in secondary school throughout New York State. This study was the evidential catalyst of the foundation for my future endeavors as a New Yorker who is a staunch advocate of multilingual education. Overall, it is my belief that improving the multilingual and multicultural education systems in the state of New York can and will also create more harmony among all New Yorkers. All educators are educators of ELLs (NYSED, OBEWL, SUNY, n.d.).

APPENDIX A IRB APPROVAL

ST. JOHN'S UNIVERSITY

Federal Wide Assurance: FWA00009066

Apr 21, 2022, 4:13:44 PM EDT

PI: Christine Ericka Seebach
CO-PI: Anthony Annunziato
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial -**IRB-FY2021-471** *A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL SERVICES IN NEW YORK STATE: LONG ISLAND REGION*

Dear Christine Seebach:

The St John's University Institutional Review Board has rendered the decision below for *A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL SERVICES IN NEW YORK STATE: LONG ISLAND REGION*. The approval is effective from April 21, 2022, through April 20, 2023.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. Sincerely,
Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, EdD
IRB Coordinator

Interview Questions Guided by RQ Themes & subthemes:
This study's overarching research question:
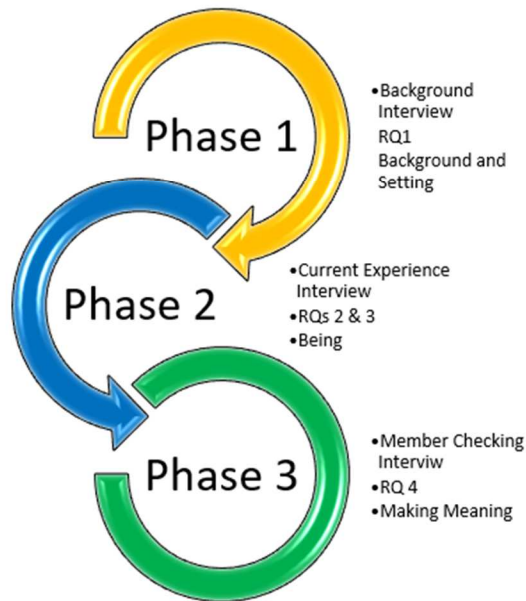What does it mean to be a School District Leader Supervising English Language Learner/ Multilingual Learner (ELL/ML) services in the New York State region of Long Island? Below a graphic can be seen that details the interview protocol of this study.

Methodology:
Integrated Data Collection and Analysis
Phenomenology - Lived Experiences
Seidman's Three-Interview Series Model

Phase 1
- Background Interview
  RQ1
  Background and Setting

Phase 2
- Current Experience Interview
- RQs 2 & 3
- Being

Phase 3
- Member Checking Interviw
- RQ 4
- Making Meaning

Interview Phase 1
Context of Participant's Experiences
Building Background

RQ1- How do SDLs of ELL/ML services describe their professional backgrounds and school district setting in relation to supporting the achievement of ELL/ML students? (Theoretical Framework-Culturally Responsive Leadership-Critical Self-Awareness)
Phase 1 Interview Questions:
1.   If I were to ask you to describe your background, what comes to mind?
Probing topics:
   a.   Personal background
   b.   Professional background

2.   How long have you served in your current position?

3.   What experiences prepared you for the position as an SDL of ELL/ML services?
Probing topics:
  a.   Educational background
  b.   Linguistic background -language learning journey
  c.   cultural background
  d.   Why TESOL and Bilingual education? (Would you say TESOL, ELD, ELT, SLA, BE?)
  e.   a mentor or professor led you here?

4.   Why did you become a school district leader of ELL/ML services?
Probing topics:
  a.   How did you become an SDL of ELL/ML services in this school district?
  b.   How did the community served by the school district impact your choice of applying to this school district?

5.   What motivated you to apply to work in your specific school district?
Probing topics:
  a.   Tell me more about your school, school district [network] and surrounding community.
  b.   Tell me more about how you view your leadership in relation to the community?

6.   What makes this school district distinct or unique from other Long Island school districts?

7.   Who has been your most influential role model/s and why?

Probing topics:
  a.   Personally?
  b.   Professionally?
  c.   Famous?
  d.   Well known?
  e.   Students?
  f.   Colleagues?

8.   How have educational theory, researchers, approaches, methods, practices, and beliefs shaped how you identify as an educator?

Probing topics:
  a.   Theory
  b.   Researchers
  c.   Approaches
  d.   Methods
  e.   Practices
  f.   Beliefs

9.   **What are the most rewarding aspects of your job?**

10.   **What are some of the factors that you believe contribute most significantly to the variation of ELL/ML outcomes?**

Probing topic:
   a.   Considering the composition of high-needs, low-performing districts in the region, how does that give you a heightened sense of moral or ethical responsibility to improve outcome for this demographic in the Long Island region?

11.   **All in all, how would you define your personal theory of educational leadership?**

Probing topics:
   a.   What formal/informal leadership development programs have you followed?
      i.   Who have been your mentors while on the job and why were these individuals selected to support your leadership development?
      ii. What other relationships or supports have added to your personal leadership development?
   b.   Which educational . . . do you admire most/are most effective?
      i.   Theories
      ii. Theorist
      iii. Researchers
      iv. Methods
      v.   Approaches
      vi. Best practices

12.   **With which professional organizations are you affiliated?**

13.   **How do the needs of ELLs give you a sense of responsibility to improve outcomes for this demographic in the Long Island region?**

14.   **Is there anything else you would like to share with me today?**

Interview Phase 2
Participants Reconstruct Their Experiences Within the Context/ Phenomenon

RQ2- How do SDLs of ELL/ML services describe transforming paradigms as they lead their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population (challenges, successes, and impact)?
RQ3- What meaning do SDLs of ELL/ML services give to the accounts of their lived experiences in relation to Culturally Responsive Leadership?

Phase 2 Interview Questions:

1. **Critical Self-Awareness Critical Self-reflection -awareness of self and an understanding of the context in which they lead:**

Probing topics:
   a. What does it mean to be a leader?
   b. An educational leader?
   c. Leader of ELL/ML services? A multilingual leader?
   d. To what extent do you consider yourself an advocate of multilingual learning?

2. **What are your thoughts on the best instructional practices in your experience? (Culturally Responsive Curricula and Teacher Preparation Deconstruct and Reconstruct)**

Probing topics:
   a. More specifically, what are the best instructional practices for ELLs/MLs that support filling the achievement gap.
     i.   That comes from SLA methods and approaches and/or TESOL
    ii.   Wisdom, Philosophies, Knowledge, Traditions
   iii.   Inform leadership development support you're your school district?
   b. Challenges in instruction of ELLs/MLs
   c. Success in instruction and filling the achievement gap.
   d. Impact in instruction on ELLs/MLs and teachers
   e. How might you be transforming paradigms in your school district regarding ELL/ ML students?

3. **How do you advocate for ELLs/MLs within your organization?**

Probing topics:
   a. How would you describe transforming paradigms that support ELLs and MLs in your school district?
    i. Your supervisors, Lateral colleagues, Teachers, Other stakeholders, and the community
   b. Challenges, Successes, and Impact of advocacy
   c. How might you be transforming paradigms in your school district regarding advocacy for ELLs/MLs?

4. **From your experience, please describe effective skills for those educational administrators who are responsible for facilitating the implementation and compliance of ESSA and CR Part 154?**

Probing topics:
   a. What leadership qualities have you relied on to meet the demands in moving paradigm shifts in your educational career?
   b. Based on your practice, what are the prevailing leadership skills currently used in your state among SDLs of ELL/ML services/ Multilingual Leaders?

c.   What do you organize and submit to the state education department? (Could you tell me what it is like to organize and submit the CEEP plan? Who approves of it? Or Who submits it to NYSED/ state education department?)

d.   Challenges, Successes, and Impact of compliance.

e.   How might you be transforming paradigms in your school district regarding compliance of education regulations that directly concern ELLs/MLs?

5.   To what extent would you consider yourself an agent of change in your school district?

Probing topics:

a.   How might you interpret the phrase "Culturally Responsive and Inclusive School Environments Agency and Action"?

b.   How might you be transforming paradigms? Specifically, regarding facilitating the instructional delivery, compliance of NYSED, Advocacy of ELLs/MLs needs.

c.   More specifically, how would you say you inform stakeholders of the school district of the benefits of bilingual education?

d.   In your position who do you inform, lead, and motivate daily or weekly?

e.   How do you delegate responsibility?

f.   Who do you report to directly?

6.   What are some effective methods in Engaging Students and Parents in Community Contexts?

7.   How would you describe and explain the big picture and some of the details of leading your school districts in complying with shifts in educational regulations mandated/ implemented for this learner population?

Probing topics:

a.   lead their school districts in complying with shifts in educational regulations mandated/ implemented for this learner population

8.   What can you tell me regarding the challenges, successes, and impact of cultural responsiveness in your school district?

9.   From your experience and perspective, what are the big issues facing multilingual education today?

10.   Is there anything else you would like to share with me today?

<u>**Interview Phase 3**</u>
Participants Reflect on the Meaning of Their Experience
Member check
Participants Reflect on the Meaning of Their Experience

RQ4- What do participants hope for, advise, and predict for ELL/ML services for the future?
Research Question 4 theme: Future suggestions, predictions, and plans
Phase 3 interview questions:
*Most phase 3 questions and probing topics will be drafted after analysis of Interview Phase 2.

1.   **To what extent do you feel a sense of responsibility to improve educational experiences of ELLs/MLs?**

Probing topic:
   a.   Critical Self-reflection and Critical Self Awareness
   b.   Curricula and Teacher Preparation Deconstruct and Reconstruct.
   c.   Inclusive School Environments Agency and Action
   d.   Engaging Students and Parents in Community Contexts Support and Sustenance
   e.   Advocacy and Transforming Paradigms within School District Culture
   f.   Best Instructional Practices Program Models, demographic projections
   g.   Compliance ESSA and CR Part 154 or other regulations

2.   **How has reflecting on your experiences helped to support your leadership practice? How has critical self-reflection informed your self-awareness?**

3.   **From your experience and perspective, what are big issues multilingual education may face in the future?**

4.   **What advice do you have for aspiring SDLs of ELL/ML services / multilingual leaders?**

APPENDIX C PARTICIPANT CONSENT FORM

ST. JOHN'S UNIVERSITY

INFORMED CONSENT
Department of Administrative and Educational Leadership IRB #FY2021-471

A PHENOMENOLOGICAL MULTIPLE CASE STUDY OF SCHOOL DISTRICT LEADERS SUPERVISING ENGLISH LANGUAGE LEARNER / MULTILINGUAL SERVICES IN NEW YORK STATE: LONG ISLAND REGION
Principal Contact: Christine E. Seebach   (XXX) XXX-XXXX

Description of the Research
You are invited to take part in a research study to learn more about school district leadership of English Language Learner and Multilingual Learner (SDL of ELL/ML) services. This study will be conducted by Christine E. Seebach, Department of Administration and Instructional Leadership, St. John's University as part of her doctoral dissertation. Her faculty sponsor is Dr. Anthony J. Annunziato. If you agree to be in this study, you will be asked to do the following:
1. Take part in a brief preliminary interview concerning your background and the context of your current position as a School District Leader of English Language Learner/ Multilingual Learner services.
2. Take part in a second interview concerning your experiences as a School District Leader of English Language Learner/Multilingual Learner services.
3. Take part in a brief closing interview to reflect on your responses from the second interview and offer advice to future aspiring multilingual leaders.

Time Involvement
Participation in this study will involve 2 hours of your time: 30 minutes for a phase one interview, 60 minutes for a phase two interview, and then 30 minutes for a third interview to reflect on your responses. Each interview will be held two weeks apart. Your three interviews will be WebEx video recorded. When the study is completed, your recorded data will be deleted. At any time, you may also review the recording and request that all or any portion of the recordings be destroyed.

Risks and Benefits
There are no known risks associated with your participation in this research beyond those of everyday life. Although you will receive no direct monetary benefits, this research can help you reflect on your experiences and your practice. It may also enrich and educate others as this study can add to the literature as the purpose of this study is to examine what it means to be a School District Leader supervising ELL/ML services in the New

York State region of Long Island, NY. This investigator aims to first examine the setting and background that influence the experiences of leaders who supervise ELL/ML services. Second this investigator aims to describe challenges, successes, and impact within the recent shifts towards the servicing of ELL/MLs such as Every Study Succeeds Act (ESSA), New York State Commissioner's Regulation Part 154 (NYS CR Part 154), and other variables that may affect implementing ELL/ML services. Lastly, this investigator will analyze your reflections and ask you for your advice for future aspiring SDLs of ELL/ML services.

Data Storage to Protect Confidentiality

The participants of this study will remain anonymous. Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. You have the right to skip or not answer any questions you prefer not to answer.

Confidentiality of your research records will be strictly maintained by securing the data in a password protected external hard drive, locked in an office, in locked a file cabinet. The researcher will refer to participants with the use of fictitious names. You will be given an opportunity to review the researcher's notes and transcripts of the interview for accuracy, as well as have information deleted if you choose. Audio recordings will be completed using a password protected external hard drive and iPhone 12. Hard copies of transcriptions will be secured in a locked filing cabinet and made available only to the interviewee, researcher, and dissertation committee. Upon completion and final approval of the research project by the dissertation committee, the transcripts will be destroyed, and the electronic versions and audio recordings will be deleted. If results of this research study are reported in journals, etc., the participants will not be named or identified in any manner.

If there is anything about this study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Christine E. Seebach at (XXX) XXX-XXXX or the faculty sponsor Dr. Anthony J. Annunziato at (XXX) XXX-XXXX, St. John's University's Long Island Graduate Center.

For more questions about your rights as a research participant, you may contact the University's Human Subject Review Board, St. John's University, XXX-XXX-XXXX. You have received a copy of this consent document to keep.

Agreement to Participate

_____   _____
Subject's Signature   Date

REFERENCES

Amaro-Jiménez, C., & Semingson, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News*, *33*(5), 5–8. http://core-time-digital.com/wp-content/uploads/2017/01/Amaro-Jime%CC%81nez-Semingson-2011.pdf

Austin, T. (2009). Conflicting discourses in language teacher education: Reclaiming voice in the struggle. *Educational Foundations*, *23*, 41–60. https://eric.ed.gov/?id=EJ871647

Bauler, C. V., & Kang, E. J. (2020). Elementary ESOL and content teachers' resilient co-teaching practices: A long-term analysis. *International Multilingual Research Journal*, *14*(4), 338–354. https://doi.org/10.1080/19313152.2020.1747163

Bernato, R. (2017). *Futures based change leadership: A formula for sustained change capacity*. Rowman & Littlefield.

Bloomberg, L. D., & Volpe, M. F. (Eds.). (2016). A complete dissertation: The big picture. In *Completing your dissertation: A road map from beginning to end* (pp. 3–12). SAGE Publications.

Bloomberg, L. D., & Volpe, M. F. (2018). *Completing your qualitative dissertation: A road map from beginning to end*. SAGE Publications.

Bradshaw, C. P., Waasdorp, T. E., O'Brennan, L. M., & Gulemetova, M. (2013). *Teachers; and education support professionals' perspectives on bullying and prevention: Findings from a National Education Association study*. School Psychology Review, *42*(3), 280–297. https://doi.org/10.1080/02796015.2013.12087474

Briceño, A., & Bergey, R. (2022). Implementing policy: Navigating the English learner

    roadmap for equity. *Journal for Leadership, Equity, and Research*, *8*(1), 24–33.

    https://journals.sfu.ca/cvj/index.php/cvj/article/view/109

Broome-Tioga Board of Cooperative Education Services. (2022). *Teacher center:*

    Professional organizations and associations: New York state educational

    organizations. https://www.btboces.org/ProfessionalOrganizations.aspx

Buksh, S. (2020). Maslow before Bloom. *Independent Education*, *50*(2), 20–21.

    https://publications.ieu.asn.au/2020-june-ie/articles3/maslow-bloom/

Burns, E. (2021). *Regrounding school accountability in shared responsibility: A case*

    study of culturally responsive district leadership (Publication No. 1902) [Doctoral

    dissertation, University of Denver]. Digital Commons @ DU.

    https://digitalcommons.du.edu/etd/1902/

Butin, D. W. (Ed.). (2009). *The education dissertation: A guide for practitioner scholars*.

    Corwin Press.

Carnock, J. T. (2016). *From blueprint to building: Lifting the torch for multilingual*

    students in New York state. New America.

    https://www.newamerica.org/education-policy/policy-papers/blueprint-building/

Clark-Gareca, B., & Fontana, K. (2018). Expanding capacity to serve multilingual

    learners: A university-school district partnership. *Excelsior: Leadership in*

    Teaching and Learning, *11*(1), 31–41.

    https://doi.org/10.14305/jn.19440413.2018.11.1.03

Coady, M. R., Harper, C., & De Jong, E. J. (2016). Aiming for equity: Preparing

    mainstream teachers for inclusion or inclusive classrooms? *TESOL Quarterly*,

    50(2), 340–368. https://www.jstor.org/stable/43893823

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five*

    traditions. SAGE Publications.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing*

    among five approaches. SAGE publications.

Cummins, J. (1992). Bilingual education and English immersion: The Ramirez report in

    theoretical perspective. *Bilingual Research Journal*, *16*(1–2), 91–104.

    https://doi.org/10.1080/15235882.1992.10162630

Cummins, J. (1999). Alternative paradigms in bilingual education research: Does theory

    have a place? *Educational Researcher*, *28*(7), 26–41.

    https://doi.org/10.2307/1176138

Cummins, J., & Swain, M. (2014). *Bilingualism in education: Aspects of theory,*

    research, and practice. Routledge.

De Angelis, G., & Selinker, L. (2001). Interlanguage transfer and competing linguistic

    systems in the multilingual mind. In J. Cenoz, B. Hufeisen, & U. Jessner (Eds.),

    Bilingual education and bilingualism (pp. 42–58). Multilingual Matters.

Douglass-Horsford, S. D., & Sampson, C. (2013). High-ELL-growth states: Expanding

    funding equity and opportunity for English language learners. *Voices in Urban*

    Education, *37*, 47–54. https://files.eric.ed.gov/fulltext/EJ1046135.pdf

Dukes, S. (1984). Phenomenological methodology in the human sciences. *Journal of*

    Religion and Health, *23*(3), 197–203. https://www.jstor.org/stable/27505782

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model*. Pearson.

Elfers, A. M., & Stritikus, T. (2014). How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly*, *50*(2), 305–344. https://doi.org/10.1177/0013161X13492797

Empire State Development. (n.d.). *Map of New York State* [Map]. https://esd.ny.gov/file/esd-regional-mapjpg

Every Student Succeeds Act, 20 U.S.C. 6301 (2015). https://www.congress.gov/bill/114th-congress/senate-bill/1177

Fernández, A. T. (1992). Legal support for bilingual education and language-appropriate related services for limited English proficient students with disabilities. *Bilingual Research Journal*, *16*(3–4), 117–140. https://doi.org/10.1080/15235882.1992.10162640

Fillmore, L. W. (2014). English language learners at the crossroads of educational reform. *TESOL Quarterly*, *48*(3), 624–632. https://doi.org/10.1002/tesq.174

Fisher, D., & Frey, N. (2021). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.

Garafulich-Grabois, G. (2022). Remembering the words of Gabriela Mistral "To him we cannot reply: 'tomorrow.' 'His name is 'today.'" *The Chesterton Review*, *48*(1/2), 151–152. https://doi.org/10.5840/chesterton2022481/228

Gay, G. (1994). *At the essence of learning: Multicultural education*. Kappa Delta Pi. https://files.eric.ed.gov/fulltext/ED386410.pdf

Hackmann, D. G., & Malin, J. R. (2019). Mentoring for the educational leadership

    professoriate: Perspectives from Jay D. Scribner mentoring award recipients and

    mentees. *Journal of Research on Leadership Education*, *14*(3), 236–260.

    https://doi.org/10.1177/1942775118763336

Halpern, E. (1981). *Evaluating non-quantitative inquiries: A methodological exploration*

    [Unpublished doctoral qualifying paper, Indiana University].

Hawaii State Board of Education. (2018). *Superintendent evaluation 2018–2019*.

    https://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-(2018-2019).aspx

Hawk, T. F. (2017). Getting to know your students and an educational ethic of care.

    Journal of Management Education, *41*(5), 669–686.

    https://doi.org/10.1177/1052562917716488

Heritage, M., & Heritage, J. (2013). Teacher questioning: The epicenter of instruction

    and assessment. *Applied Measurement in Education*, *26*(3), 176–190.

    https://doi.org/10.1080/08957347.2013.793190

Hilinski, J. B. (2015). Beyond compliance: Toward effective principal leadership of

    English language development instruction [Doctoral dissertation, UC Berkeley].

    eScholarship, University of California. UC Berkeley Electronic Theses and

    Dissertations. https://escholarship.org/uc/item/3464m3wt

Honigsfeld, A., & Dove, M. G. (Eds.). (2020). *Co-teaching for English learners:*

    Evidence-based practices and research-informed outcomes. Information Age

    Publishing.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school

    leadership: A synthesis of literature. *Review of Educational Research*, *86*(4),

    1272–1311. https://doi.org/10.3102/0034654316630383

Kim, Y., Erekson, J., Bunten, B. A., & Hinchey, P. (2014). Toward sustainable

    educational changes through school-based professional development on ELL

    assessment for new teachers. *Theory Into Practice*, *53*(3), 228–235.

    https://doi.org/10.1080/00405841.2014.916966

Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional

    evidence for the input hypothesis. *The Modern Language Journal*, *73*(4), 440–

    464. https://doi.org/10.1111/j.1540-4781.1989.tb05325.x

Krashen, S. D. (2021). Bilingual education: The debate continues. In R. D. Gonzalez & I.

    Melis (Eds.), *Language ideologies* (Vol. 1; pp. 137–160). Routledge.

Ladson□Billings, G. (1995). But that's just good teaching! The case for culturally

    relevant pedagogy. *Theory into Practice*, *34*(3), 159–165.

    https://doi.org/10.1080/00405849509543675

Lau v. Nichols, 414 US 563 (1974). https://supreme.justia.com/cases/federal/us/414/563/

Lee, O. (2018). English language proficiency standards aligned with content standards.

    Educational Researcher, *47*(5), 317–327.

    https://doi.org/10.3102/0013189X18763775

Lee, O., Quinn, H., & Valdés, G. (2013). Science and language for English language

    learners in relation to Next Generation Science Standards and with implications

    for Common Core State Standards for English language arts and mathematics.

    Educational Researcher, *42*(4), 223–233.

    https://doi.org/10.3102/0013189X13480524

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Macaro, E., & Lee, J. H. (2013). Teacher language background, codeswitching, and

    English□only instruction: Does age make a difference to learners' attitudes?

    TESOL Quarterly, *47*(4), 717–742. https://doi.org/10.1002/tesq.74

Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social

    justice: How school leaders shape educational opportunity when implementing

    policy for English learners. *Educational Administration Quarterly*, *56*(1), 3–45.

    https://doi.org/10.1177/0013161X18821364

Maxwell, L. A. (2013). Consortia struggle with ELL provisions. *Education Week*, *32*(27),

    1–16. https://www.edweek.org/policy-politics/testing-consortia-struggle-with-ell-

    provisions/2013/04

McFarland, J., Hussar, B., De Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S.,

    Gebrekristos, S., Zhang, J., Rathbun, A., & Barmer, A. (2017). *The condition of*

    education 2017. NCES 2017-144. National Center for Education Statistics.

    https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144

McGuinn, P. (2016). From no child left behind to the Every Student Succeeds Act:

    Federalism and the education legacy of the Obama administration. *Publius: The*

    Journal of Federalism, *46*(3), 392–415. https://doi.org/10.1093/publius/pjw014

Migliarini, V., & Stinson, C. (2021). Inclusive education in the (new) era of anti-

    immigration policy: Enacting equity for disabled English language learners.

    International Journal of Qualitative Studies in Education, *34*(1), 72–88.

    https://doi.org/10.1080/09518398.2020.1735563

Moustakas, C. (1994). *Phenomenological research methods*. SAGE publications.

New York State Education Department. (n.d.-a). *Blueprint for English language*

    learner/multilingual learner success.

    http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

New York State Education Department. (n.d.-b). *NYSED program options for English*

    language learners/multilingual learners. http://www.nysed.gov/bilingual-

    ed/program-options-english-language-learnersmultilingual-learners

New York State Education Department. (2015). *English language learners (ELLs)*

    screening, identification, placement, review, and exit criteria.

    http://www.nysed.gov/common/nysed/files/programs/bilingual-

    ed/ellidchartguidance7.1.15-a.pdf

New York State Education Department. (2019a). *Culturally responsive-sustaining*

    education framework.

    http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-

    sustaining-education-framework.pdf

New York State Education Department. (2019b). *Transforming districts, schools, and classrooms in New York state by prioritizing equity and academic success for multilingual learners/English language learners: A synthesis report.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/synthesis-report-obewl-08-07-2019-a.pdf

New York State Education Department. (2020a). *CR part 154 comprehensive ELL education plan (CEEP).* http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep

New York State Education Department. (2020b). *New York state multilingual learner/ English language learner (MLL/ELL) data report 2018–2019.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysed_ell_mll_data-report_2018-2019-a.pdf

New York State Education Department. (2020c). *NY state graduation rate data 4-year outcome as of August 2020.* https://data.nysed.gov/gradrate.php?year=2020&state=yes

New York State Education Department. (2021a). *Home language questionnaire (HLQ) in English.*

New York State Education Department. (2021b). *New York state education at a glance.* https://data.nysed.gov/index.php

New York State Education Department. (2022). *Units of study table for English as a new language and bilingual education programs.* http://www.nysed.gov/bilingual-ed/units-study-tables-english-new-language-enl-and-bilingual-education-programs

New York State Education Department OBEWL. (2014). *A guide for parents of English language learners in New York state.* New York State Education Department Office of Bilingual Education and World Languages. https://www.regents.nysed.gov/common/nysed/files/programs/bilingual-ed/guideforparentsofellsinnysenglish.pdf

New York State United Teachers (2020). *A Look at the ramifications of part 154 changes to ELL education.* Research and Educational Services. https://www.nysut.org/news/2020/august/part-154-ell

No Child Left Behind Act of 2001, P.L. 107–110, 20 U.S.C. § 6319 (2002). https://www.law.cornell.edu/wex/no_child_left_behind_act_of_2001

OLAS. (2021). *School district leader position posting*. https://www.olasjobs.org/districts

Ortega, L., & Han, Z. (Eds.). (2017). *Complexity theory and language development: In celebration of Diane Larsen-Freeman* (Vol. 48). John Benjamins Publishing.

Paap, K. (2019). The bilingual advantage debate: Quantity and quality of the evidence. In J. W. Schwieter & M. Paradis (Eds.), *The handbook of the neuroscience of multilingualism* (pp. 701–735). John Wiley and Sons.

Pappamihiel, N. E., & Walser, T. M. (2009, April). English language learners and complexity theory: Why current accountability systems do not measure up. In *The Educational Forum* (Vol. 73, No. 2, pp. 133–140). Taylor & Francis Group.

Rhee, J. (1999). Theories of citizenship and their role in the bilingual education debate. *Columbia Journal of Law and Social Problems*, *33*, 33–83.

Ross, K. M., & Tolan, P. (2018). Social and emotional learning in adolescence: Testing the CASEL model in a normative sample. *The Journal of Early Adolescence*, *38*(8), 1170–1199. https://doi.org/10.1177/0272431617725198

Russell, S. G., Persaud, A., Mantilla Blanco, P. L., Webster, K., & Elliott, M. (2021). *Fostering belonging and civic identity: Perspectives from newcomer and refugee students in Arizona and New York*. Teachers College – Columbia University. https://doi.org/10.7916/d8-zw9k-dv30

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE Publications.

Saldaña, J. (2021). *The coding manual for qualitative researchers*. SAGE Publications.

Saultz, A., Schneider, J., & McGovern, K. (2019). Why ESSA has been reformed without repair? *Phi Delta Kappa*, *101*(2), 18–21. https://kappanonline.org/why-essa-has-been-reform-without-repair-saultz-schneider-mcgovern/

Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). Wiley and Sons.

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). Teachers College Press.

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.

Spencer, L. M., Schooley, M. W., Anderson, L. A., Kochtitzky, C. S., DeGroff, A. S., Devlin, H. M., & Mercer, S. L. (2013). Peer reviewed: Seeking best practices: A conceptual framework for planning and improving evidence-based practices. *Preventing Chronic Disease*, *10*(12), 1–9. https://doi.org/10.5888/pcd10.130186

Staehr Fenner, D. (2013). *Advocating for English learners*. Corwin Press.

Sugarman, J. (2016). *Funding an equitable education for English learners in the United States.* Migration Policy Institute. https://www.migrationpolicy.org/research/funding-equitable-education-english-learners-united-states

Sugarman, J., & Geary, C. (2018). *English learners in select states: Demographics, outcomes, and state accountability policies.* Migration Policy Institute. https://www.migrationpolicy.org/research/english-learners-demographics-outcomes-state-accountability-policies

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly*, *47*(4), 646–688. https://doi.org/10.1177/0013161X11401616

Tims, M., Bakker, A. B., & Xanthopoulou, D. (2011). Do transformational leaders enhance their followers' daily work engagement? *The Leadership Quarterly*, *22*(1), 121–131. https://doi.org/10.1016/j.leaqua.2010.12.011

Umansky, I. M., & Porter, L. (2020). State English learner education policy: A conceptual framework to guide comprehensive policy action. *Education Policy Analysis Archives*, *28*(17), 1–40. https://doi.org/10.14507/epaa.28.4594

Umansky, I. M., Hopkins, M., & Dabach, D. B. (2020). Ideals and realities: An examination of the factors shaping newcomer programming in six U.S. school districts. *Leadership and Policy in Schools*, *19*(1), 36–59. https://doi.org/10.1080/15700763.2020.1712731

United States Department of Education. (2021). *The biennial report to congress on the*
implementation of the Title III state formula grant program: School years 2016–
2018. https://ncela.ed.gov/files/biannual-reports/OELA-BiReport16-18.508.pdf

Uro, G., & Lai, D. (2019). *English language learners in America's great city schools:*
Demographics, achievement, and staffing. Council of the Great City Schools.

Vagle, M. D. (2018). *Crafting phenomenological research*. Routledge.

Van Manen, M. (1984). Practicing phenomenological writing. *Phenomenology +*
Pedagogy, *2*(1), 36–69.

Van Manen, M. (2016). *Researching lived experience: Human science for an action*
sensitive pedagogy. Routledge.

Vygotsky, L. S. (2012). *The collected works of LS Vygotsky: The fundamentals of*
defectology (abnormal psychology and learning disabilities). Springer Science &
Business Media.

Wiese, A.-M., & Garcia, E. E. (1998). The Bilingual Education Act: Language minority
students and equal educational opportunity. *Bilingual Research Journal*, *22*(1), 1–
18. https://doi.org/10.1080/15235882.1998.10668670

Wyczalkowski, L. W. (2020). *What's culture got to do with it? Leadership for culturally*
responsive SEL implementation (Publication No. 222) [Doctoral dissertation,
Georgia State University]. ScholarWorks @ Georgia State University.
https://scholarworks.gsu.edu/eps_diss/222/

Zong, J., & Batalova, J. (2015). European immigrants in the United States. *Migration Policy Institute*, *17*(2), 1–18. https://www.immigrationresearch.org/system/files/European_Immigrants_in_the_United_States.pdf

Vita

Name	*Christine Ericka Seebach*
Baccalaureate Degree	*Bachelor of Arts, State University College at Cortland, Cortland, NY Major: Spanish-Secondary Education*
Date Graduated	*May, 1998*
Master's Degree	*Master of Arts, New York University, New York, NY, Major: Teaching English to Speakers of Other Languages (TESOL) K-12*
Date Graduated	*May, 2003*
Professional Diploma	*Professional Diploma in Educational Administration, State University of New York at Stony Brook SBL & SDL*
Date Graduated	*August, 2013*