

AN ANALYSIS OF SCHOOL PRINCIPALS' PERCEPTIONS
OF CHANGE AND THE IMPLICATIONS FOR
DUAL LANGUAGE PROGRAM SUCCESS

by

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“The Lord is my strength and my song; he has become my salvation. He is my God, and I will praise him, my father’s God, and I will exalt him” (Psalm 118:14). My first and utmost thanks go to my Friend, my Savior, and my Lord. He has given me the vision to accomplish more with my life than on my own I ever could have imagined possible. He has been my strength and my guide. He has brought amazing people into my life that are a significant part in making this degree possible.

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ABSTRACT

AN ANALYSIS OF SCHOOL PRINCIPALS' PERCEPTIONS OF CHANGE AND THE IMPLICATIONS FOR DUAL LANGUAGE PROGRAM SUCCESS

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The primary purpose of this study was to determine if a relationship exists between principals' view of Dual Language program implementation as a First-Order or Second-Order Change and variables of administration experience, Dual Language program experience, language ability, view of Dual Language program as similar to previous bilingual education programming, and their perception of their district Dual Language program's success. Other purposes included determining if principals' certification coursework relating to bilingual education prepared them to lead Dual Language programs and to determine if parity exists between the number of Hispanic male and female principals heading Dual Language programs. Finally, this study sought to determine if leadership of dual language enrichment programs requires the

leader to personally identify with the program and to have a developed philosophy of Dual Language Education.

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CHAPTER 1

INTRODUCTION

A majority of the United States population is identified as being monolingual; however, the amount of language diversity within the United States is ironically extensive. The preliminary Census 2010 findings report that the percentage of speakers of non-English languages grew by 140% while the overall population grew by 34% (www.census.gov). The public education system, for the most part, anticipated such growth in English Language Learners (ELLs); schools across the United States implemented various forms of bilingual education to support this burgeoning portion of the linguistically diverse student population.

Researchers over the past few decades confirm that the Dual Language program is highly effective and one of the most—if not the most—successful bilingual education program (Collier & Thomas, 2004, 2009; Cloud, Genesee & Hamayan, 2000; Freeman, Freeman & Mercuri, 2005; Gómez, 2006; Lindholm-Leary, 2001; Thomas & Collier, 2002). Across the United States, Dual Language program implementation is advancing rapidly (<http://www.cal.org>). Effective program implementation and maintenance depends heavily on the experience and effectiveness of school leaders (Alanís & Rodriguez, 2008; Cambron-McCabe & McCarthy, 2005; Collier & Thomas, 2009; Freeman, Freeman & Mercuri, 2005).

A sign of the popularity and growth of this program can be seen in Texas. During the 2009–2010 school year, over 400 campuses were implementing the Gómez

and Gómez Dual Language Enrichment Model (<http://dlti.us>). District-wide implementation of Dual Language programs in north Texas has occurred in the largest districts including the Dallas Independent School District in the past five years. Dallas ISD is the second-largest district in Texas and the fourteenth largest in the nation (<http://nces.ed.gov>). This large district implemented Dual Language district-wide, which equals 100 plus campuses. This rapid increase in program implementation is a measure taken by districts to support the shift in the language diversity of the Texas population. In Texas, between 1989–99 and 2008–09 school years “the number of students receiving bilingual or English as a second language instruction services increased by 58.2 percent,” (Texas Education Agency, 2010, p. 11). The number of students identified as LEP and the number of students enrolled in bilingual and ESL programs increased by more than a quarter of a million students (Texas Education Agency, 2010).

The rapid growth in one specific language program across the state should be pertinent to principal certification programs and reflected in professional development offered to school leaders by school districts. School leaders must be prepared to support a shift from traditional ESL and bilingual education programming to Dual Language programming (Alanís & Rodriguez, 2008; Gomez, 2006). The recognition and implementation of a quality program is a crucial and important first step that must be synchronized with principal training. Leadership is key to successful program implementation and maintenance (Rodriguez, 2009; Alanis & Rodriguez, 2008; Lindholm-Leary, 2001; Aguirre-Baeza, 2001), especially with program

implementations that require a radical shift from the school community's traditional educational philosophies.

Dual Language programs require a different support system than previous ESL and bilingual education programming (Gomez, 2006; Lindholm-Leary & Hargett, 2007). This research proposes that Dual Language program implementation is a second-order change. This research identifies Dual Language program implementation as a second-order change based on the program's goal of biliteracy, as well as the requirements of continuous professional development, parent training, program maintenance, school-wide and community-wide buy-in and support (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007; Lindholm-Leary, 2005). Rosa Molina, former Assistant Superintendent in California, confirms that "this shift, however natural it might seem, requires extensive training in and understanding of the principles of second language acquisition, even among experienced practitioners" (as cited in Cloud, Genesee, & Hamayan, 2000, p. 11). This study analyzes the claim that such reform requires strong leadership for the program to be successful, specifically principal leadership.

Problem Statement

Principals perform the role of gatekeeper to a new program (Fullan, 2007). If a principal fails to view Dual Language programs as a second-order change then the gate of program understanding begins to close and the program will lose effectiveness. Without strong leadership fad cycle tendencies will dominate, including flawed understanding of the program and failed shifts in paradigm, which chip away at a

program's success (Cuban, 1988). Without strong leadership, the sustainability of Dual Language programs is questionable. This research aims to study the importance of principal leadership in Dual Language programs.

This research analyzes principals' perceptions of the change resulting from Dual Language program implementation and identifies the level of knowledge and belief principals have in Dual Language programs, to understand if its leadership will sustain Dual Language programs.

Purpose Statement

The main purpose of this study is to determine the relationship between principals' view of change on their campus due to a Dual Language program implementation and the following variables: administration experience, Dual Language experience, status as a monolingual or bilingual, perception of program being similar to previous programming, and perceptions of Dual Language program success.

1. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their administration experience.
2. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their Dual Language experience.
3. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their language ability (monolingual or bilingual).

4. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of the principal's perception of the Dual Language program being similar to the previous ESL or bilingual education program.
5. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of view of the success of their district's Dual Language program.

Hypotheses

The following hypothesis were tested at $\alpha = .05$ level.

1. A principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of their administration experience.
2. A principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of their years of instructional experience with Dual Language programs.
3. A principal's perception of Dual Language program Implementation, as First-Order or Second-Order Change, is independent of their language status as a monolingual or bilingual.
4. A principal's perception of Dual Language program Implementation as a First-Order or Second-Order change is independent of their perception of the Dual Language program being similar to the previous ESL or bilingual education program.

5. A principal's perception of Dual Language program Implementation as a First-Order or Second-Order change is independent of their perception of the success of their district's Dual Language program.

Research Questions

1. To determine if the principals' perceptions of their certification coursework relating to bilingual education prepared them to lead a Dual Language campus.
2. To determine if parity exists in the number of Hispanic male and female principals heading Dual Language campuses.
3. To determine if leadership of Dual Language programs requires the leader to personally identify with the program and have a developed philosophy of Dual Language education.

Significance of the Study

A few research studies join the issues of bilingual education and leadership. This dissertation research is needed for several reasons: (a) to identify the principal's responsibilities that are crucial to the sustainability of a Dual Language program, and (b) to identify the relationship between principals' view of Dual Language implementation as either a first-order change or a second-order change and their view of success of the program. Principals will not focus on the needed responsibilities for second-order change if they do not see the program implementation as second-order change (Cuban, 1988; Marzano, Waters & McNulty, 2005) .

Elmore (2003) proposed that principals are working hard enough, but their

success or failure relies more on where they choose to focus their efforts. Principals are struggling to identify their role in leading a Dual Language program, when it is perceived as a bilingual education department initiative.

Additionally, Dual Language programs are being compromised in exchange for easier bilingual or ESL programming that offer quicker results (Collier & Thomas, 2009):

in Fontaine's Fable, the hare is quick, clever, high on hubris, and a loser. The tortoise is slow and purposeful; he adapts to the terrain and is a winner.... The lessons for developing leaders in a culture of change are more tortoise-like than hare-like because they involve slow learning in context over time. (Fullan, 2007, p. 121)

Just as the tortoise in the fable, the purposeful and focused steps of Dual Language educational leadership must support and maintain successful programs (Alanís & Rodriguez, 2008; Rodriguez, 2009). A recent news article on girls' soccer was entitled, "A Look at the Cost of Winning Today, Versus Being the Best Tomorrow." The article shared some insights into the American perspective. The author (Eamma, 2011) addressed how coaches are recruiting girls that help their teams win; however, the types of players they recruit are based on size and not talent. The writer asserted that this selection process worked short term, but not long term (Eamma, 2011). The bigger and older girls provided immediate successes; however, long-term success for older teams and even national girls' soccer teams requires not size but skill. Unfortunately coaches and even parents fail to commit to long-term successes; they prefer to win today (Eamma, 2011).

Most ESL and bilingual education programs can offer some short-term

successes (Thomas & Collier, 2002). Most ESL and bilingual education programs can help students develop basic social language, termed Basic Interpersonal Communication Skills or BICS (Cummins, 1981) within a few years; however, these short-term English language gains do not have the sustenance to handle academic English language requirements of upper elementary, middle school, and high school coursework (Collier & Thomas, 2009; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Thomas & Collier, 2002). School leaders are opting for the instant success of programs that are cheaper and offer easier implementation at the elementary grades but have short-term gains (Collier & Thomas, 2002). For systemic school reform to occur, specifically closing the academic achievement gap between English language learners and native-English speakers, school leaders must understand the long-term consequences of their language program choices (Collier & Thomas, 2009; Lindholm-Leary, 2005). There is a cost to short-term versus long-term programming (Thomas & Collier, 2002). Dual Language program implementation is a long-term commitment that requires strong leadership to sustain the program (Alanís & Rodriguez, 2008).

Educational Change Theory

In Marzano, Waters, and McNulty (2005) book entitled *School Leadership that Works*, the authors conducted a meta-analysis study that found the strong impact of school leadership effectiveness on student success. Their research also identified Educational Change Theory, which revealed that principals must be leaders of two types of change: first-order and second-order change (Marzano, McNulty, & Waters, 2005; Cuban, 1988). First-order changes are incremental changes that happen in the

daily life of a school campus (Mid-continent Research for Education and Learning, <http://www.mcrel.org>). Second-order changes are systemic reform movements; those types of changes that are large scale and require a re-culturing of the school campus and district (Mid-continent Research for Education and Learning, <http://www.mcrel.org>).

In this dissertation, it is proposed that Dual Language program implementation is a second-order change due to the requirements of implementation. Dual Language program implementation requires leaders to: understand two types of change, develop a Dual Language paradigm, and assist members of the school community to acquire a Dual Language campus culture (Marzano et al, 2005; Collier & Thomas, 2009; Lindholm-Leary & Hargett, 2007; Rodriguez, 2009; Senge, 2000).

It is important to identify a Dual Language program as a second-order change, for multiple reasons. The Marzano, McNulty, and Waters (2005) research identified different leadership responsibilities that are required of leaders to lead these different types of changes. Marzano, Waters, and McNulty's meta-analysis identified 21 leadership responsibilities that correlate with student achievement (2005). Marzano et al. (2005) found that all 21 responsibilities are important for first-order change. However, the following five responsibilities have the strongest correlation: (a) monitoring/evaluation, (b) culture, (c) ideals/beliefs, (d) knowledge of curriculum, assessment, and instruction, and (e) involvement in curriculum, assessment, and instruction. The apex of their research, in application to this current dissertation study, regards second-order change.

Marzano et al. (2005) employed a meta-analysis that examined 69 studies involving 2,802 schools and approximately 1.4 million students and 14,000 teachers

over 35 years of research. The “basic claim is that the research over the last 35 years provides strong guidance on specific leadership behaviors for school administrators and that those behaviors have well-documented effects on student achievement” (Marzano et al., 2005, p. 7). They concluded that when principals are involved in changes that are drastic and jolt school routines and school paradigms, principals must focus specifically on seven particular responsibilities (Marzano et al., 2005). In other words, first-order change required principals to be attentive to all 21 responsibilities, whereas second-order change requires principals to be attuned to only seven responsibilities, listed in order of strongest relationship to Second-Order Change based on Marzano, Water, & McNulty’s factor analysis (Marzano et al., 2005):

1. Knowledge of Curriculum, Instruction, and Assessment – Whereas *Involvement in Curriculum, Instruction, and Assessment* deals with a hands-on approach to classroom practices, *Knowledge of Curriculum, Instruction, and Assessment* addresses the extent to which the leader is aware of the best practices in these domains (p. 54).
2. Optimizer – The responsibility of the Optimizer refers to the extent to which the leader inspires others and is the driving force when implementing a challenging innovation (p. 56).
3. Intellectual Stimulation – refers to the extent to which the school leader ensures that faculty and staff are aware of the most current theories and practices regarding effective schooling and makes discussions of those theories and practices a regular aspect of the school’s culture (p. 52).
4. Change Agent – The responsibility of Change Agent refers to the leader’s

disposition to challenge the status quo...underpinning the responsibility of acting as a Change Agent is the leader's willingness to temporarily upset a school's equilibrium (p. 44).

5. Monitoring/Evaluation – Creating a system that provides feedback is at the core of the responsibility of Monitoring/Evaluating...this responsibility refers to the extent to which the leader monitors the effectiveness of school practices in terms of their impact on student achievement (p. 55).
6. Flexibility – Refers to the extent to which leaders adapt their leadership behavior to the needs of the current situation and are comfortable with dissent (p. 49).
7. Ideals/Beliefs – Specific behaviors and characteristics associated with this responsibility...are possessing well-defined beliefs about schools, teaching, and learning, sharing beliefs about school, teaching, and learning with the staff, and demonstrating behaviors that are consistent with beliefs (p. 51).

The seven responsibilities of second-order change listed above will be the framework for drawing conclusions for this dissertation study. In addition to the seven responsibilities specific to Second-Order Change, the Marzano team (2005) also found that four responsibilities become challenges that are inherent to second-order change: culture, communication, order, and input. These four responsibilities will be analyzed within this dissertation data set to determine what these challenges mean for the leadership of Dual Language programs. This dissertation will analyze the responsibilities required for Second-Order Change success for Dual Language program sustainability.

Dual Language Theory

Dual Language theory states that students can become bilingual and biliterate, and that this success will close the academic achievement gap between English language learners and native-English speakers (Freeman, Freeman & Mercuri, 2002; Genesee, 2006; Gomez, Freeman & Freeman, 2005; Howard, Christian & Genesee, 2003; Thomas & Collier, 2002). A 5-year longitudinal mixed-methods research study was conducted to examine the various programs that ELLs participated in and their resulting long-term academic success (Collier & Thomas, 2009, 2004; Thomas & Collier, 2002). The Thomas and Collier (2002) study had a sample size of over 200,000 students and studied 8 program types, including 70 different languages from five districts in four different regions of the United States. This study informed education program policy on the power of Dual Language programming, as well as emphasized the distinction between Dual Language programming and other ESL and bilingual education programs based on student success. Dual Language Theory is based on research that suggests “that Dual Language programs are the only programs that have the ability to assist students to fully reach the fiftieth percentile in both their first language (L1) and their second language (L2) in all subjects and to maintain that level of high achievement and also have the fewest dropouts as compared to five other bilingual/ESL programs” (Thomas & Collier, 2002, p. 333). This study proposes that Dual Language program sustainability requires principal leaders to understand Dual Language Theory (Alanís & Rodriguez, 2008; Freeman, Freeman & Mercuri, Rodriguez, 2009).

This study will analyze how principals view Dual Language programs and if

they are prepared to lead second-order change. From this information districts will be provided with suggestions for Dual Language program training development for school leaders. This dissertation study will also inform principal preparation programs regarding areas of coursework improvement that will address both second-order change and Dual Language programming.

Overview of Methodology

The population for this study was drawn from school districts in Texas that implement Dual Language programs. Elementary principals were targeted in Texas school districts. These districts had Dual Language programming implemented district-wide as the bilingual education program; some districts had partial implementation of the program. Participation was voluntary. The schools portrayed varying demographics.

The study was conducted entirely in Texas. Fourteen Texas districts were invited to participate; seven school districts, two in south Texas and five in north Texas approved this external research study during Spring 2011. The sample of principals was drawn from independent school districts across Texas. Data was analyzed to identify similarities or differences between these sub-groups:

- Principal administration experience,
- Principal Dual Language experience,
- Principals who lead Dual Language programs as compared to principals who do not lead Dual Language programs,
- Principals who are Hispanic and principals who are not Hispanic,

- Principals who are bilingual as compared to principals who are monolingual, and
- Principals' gender.

A descriptive analysis was conducted to identify if a disparity exists between Hispanic male and Hispanic female principals. A descriptive analysis explored if principals' certification programs provided adequate Dual Language training for them to lead Dual Language campuses. Finally, a qualitative analysis was conducted along with a descriptive statistical analysis to identify the importance of principals' philosophies of Dual Language programming.

Instrument

An online questionnaire was developed and designed. The questionnaire was designed to solicit responses on Dual Language education and principal leadership. To develop the validity of the instrument, the questionnaire was submitted to a panel of experts. This panel of experts determined that the questions asked in the questionnaire represented what the research questions were asking. Five members were included in the panel; the members were administrators and were not part of the research sample. The instrument was resubmitted to the panel until 80% of the panel agreed to its validity.

Treatment of Data

The statistical procedure, chi-square test of independence, was attempted to analyze the data collected for each hypothesis. In the social sciences typically research

is focused on finding if variables are related or independent of each other. SPSS 2010 software was used to run the chi-square statistic.

Research question three applied a qualitative analysis. The researcher highlighted key passages, assigned passages to categories, refined the categories and created sub-categories, and lastly, identified themes (Pewes, 2002). All questions were examined for errors and omissions.

Analysis of Data

The purpose of this study was to examine elementary principals' views of change and the implications of this view on Dual Language program success. This study includes both quantitative and qualitative research methods. A chi-square test for independence statistic compared principals' perceptions of change initiated by Dual Language program implementation with multiple variables including administrative experience, Dual Language program experience, language ability (monolingual or bilingual), similarity of program to previous programming, and perception of success of their districts' Dual Language program. All three research questions were analyzed using descriptive statistics. The third research question also applied a qualitative analysis. This third research question was intended to identify themes and patterns to extract meaning relating to Dual Language philosophies.

Definition of Terms

Reading research on bilingual education programming and ELLs can be misleading if a set of definition of terms is not developed. It is very important that all readers understand the terminology being used. Programs have multiple names, but the most accurate way of understanding which program is being referred to is to identify the

amount of time the program implements second-language instruction. The following terms are essential to understanding the true essence of the dissertation study.

1. English Language Learners (ELLs) – This term refers to students who are speakers of a language other than English and are in the process of learning English.
2. English Learners (ELs) – This term refers to students who are speakers of a language other than English and are in the process of learning English.
3. Limited English Proficient (LEP) – Schools in Texas once defined ELLs as Limited English Proficient (LEP). This term refers to students who are learning English. It is an old term that is still found in Texas state documentation and reporting. An ELL is a politically correct term for a Limited English Proficient (LEP) student.
4. English as a second language (ESL) – A program that teaches English to ELLs. It offers no native-language support.
5. Dual Language program – This program may also be referred to as Dual Language enrichment education. It is a program that has goals of bilingualism, biliteracy, and multiculturalism. The students in this program will be able to speak, read, and write in two languages. This program has two signification variations: One-Way and Two-Way Dual Language.
6. Two-Way Dual Language program – This program is also referred to as two-way immersion (TWI), two-way bilingual education, enriched education, dual immersion (DI), and Dual Language education (DLE). Two-way programs differ from one-way programs by the population they serve. A program is two-

way if it serves two populations: language majority speakers and language minority speakers.

7. One-Way Dual Language program – This program serves a majority of speakers of one language. Although there are Dual Language programs where the majority is native-English speakers, the most common Dual Language program is a one-way program designated for Spanish-speaking students serving as their bilingual education program. The goal of the program will be biliteracy in English and the designated language other than English (usually Spanish).
8. Immersion - Immersion refers to programs that educate students in their first language and second language by “immersing” them in that second language. Immersion is the analogy that the learner is immersed versus submersed in the second language. Immersion is often inaccurately used to mean “submersion” as in the terms such as “structured English immersion.” This study uses the term immersion as an enrichment form of bilingual education for bilingualism.
9. Minority language - This term refers to the language of the ELL population and is not English. It is the language of the minority population.
10. Majority language - This term refers to the language of the majority people group. In this study and in Texas the majority language is English.
11. L1 - L1 refers to a person’s first language.
12. L2 - L2 refers to a person’s second language. If a student is from Mexico and is a native-Spanish speaker who is learning English or has learned English, then the L2 is English.

13. Transitional Bilingual Education – A program designed to help students acquire English skills to be able to enter an English-only mainstream classroom. This program will include some initial instruction in the students’ first language but will be phased out rapidly.

Limitations

“Limitations are potential weaknesses or problems with the study” (Creswell, 2005, p. 198). This study examines principals’ perceptions of change in relationship to their perception of the success of their school district’s Dual Language program.

1. The questionnaire examines perceptions, which involves a degree of subjectivity. The principals may not have answered the questionnaire honestly or may have lacked the ability to view their own perception accurately.
2. The question is anonymous, but that does not guarantee that principals felt completely secure in answering the question as honestly as they could.
3. One question identified the principals’ view of the district’s Dual Language program as a successful program or an unsuccessful program. Principals are employees of these districts and therefore may have felt compelled to report positive answers even if they did not necessarily believe the program is successful.

Delimitations

Bilingual education in itself is a research topic that can encompass a world of issues. Therefore, this dissertation examines Dual Language programs specifically. The purpose of this paper is to extend the analysis of Dual Language programs to the role of principals’ perceptions of Dual Language programs.

The delimitations of a study are those characteristics that limit the scope of the inquiry as determined by the conscious exclusionary and inclusionary decisions of the researcher (Cline, n.d.).

1. The researcher chose to study principals in Texas. Due to the history of Texas and the demographics of Texas, the study will be unique to the characteristics of Texas principals.
2. Data will be collected only from elementary and intermediate school principals. Dual Language programs can extend through high school. This study was therefore limited to PreK – 6 and PreK – 5 elementary and intermediate school principals.
3. Dual Language programs in North Texas are relatively new programs. This study examines a snapshot of principals' perceptions of the success of Dual Language program in their district for only a few years.
4. The research intended to have a large response rate. If the response rate was not as high as anticipated then the chi-square statistical test was not conducted if a minimum response rate per cell was not five.

Assumptions

Leadership research in Dual Language programs is just beginning to be published. Because of the limited previous research in this specific field the researcher must make some assumptions. These assumptions will help the researcher uncover this new path that will join studies of educational leadership research and Dual Language programming research.

1. It was assumed that principals answered the questionnaire truthfully and to the best of their ability, being as open and transparent as possible.
2. The principals selected for the study represented a typical demographic distribution of Texas school districts.
3. That Dual Language programs implemented across the districts included in the study were true Dual Language programs and not old bilingual education programs given the title of Dual Language.
4. Each principal that completed the questionnaire contributed data to only one cell.
5. The large sample size was needed, an attempt was made to collect from a minimum of 150 principals.

CHAPTER 2

LITERATURE REVIEW

Cuban (1988) described the different types of change in school and emphasized that “how we look at change depends on our goals and our mental map” (p. 341). How we look at the change associated with Dual Language program implementation depends on our existing mental map. This mental map can also be referred to as a person’s paradigm; everyone has a paradigm that is their framework for dealing with change (Covey, 1989). A paradigm is a person’s frame of reference for understanding issues and developing opinions (Covey, 1989). Therefore, principals’ views and understanding of multiculturalism, second language acquisition processes, and the values they attribute to certain languages, form their Dual Language education paradigm. Principals of Dual Language programs are responsible for not only modifying their own paradigm, but also leading the reform on their campus (Alanís & Rodriguez, 2008). Dual Language programs require a paradigm shift. This is a large responsibility because “reform in education...is not just putting into place the latest policy. It means changing the cultures of classrooms, schools, districts, universities, and so on. There is much more to educational reform than most people realize” (Fullan, 2007, p. 7). Dual Language program implementation requires not only a paradigm shift, but also a change in the entire school culture (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

First-Order Change

Principals, as the campus leaders, have a tremendous responsibility to not only shape their own paradigms in relation to the change but to lead the schools' belief and support of the change (Alanís & Rodriguez, 2008; Rodriguez, 2009). To understand reform in education, Cuban (1988) defines two types of change, first-order change and second-order change (as cited in Marzano et al, 2005). First-order change is what occurs most often in the education system and is what most of us are familiar with when we think of reform in schools. First-order change is making something that is already in place better, or as Cuban (1988) explains, "first-order changes try to make what already exists more efficient and more effective, without disturbing the basic organizational features, without substantially altering the ways in which adults and children perform roles" (p. 342).

This type of change could be a school's attempt at block scheduling, transferring the role of assistant principal to Dean of Instruction, or implementing mainstream inclusion for special services. This type of change is not radical; it can occur slowly and systematically, but it is not reform (Marzano et al, 2005). This research proposes that Dual Language program implementation is a second-order change. Daily occurrences in school are rarely second-order change. Cuban (1988) explains that in the 1980s the schools did not look much different than schools a century before; the approach to reform was through first-order change, not causing ripples or waves in actual school procedures and routines.

If a similar analysis was made today, and schools were compared to schools from the 1980s, it is doubtful if with certainty it could be said that the schools today are much different than they were in the 1980s (Cuban, 1988). It appears that it is not reform that is failing to be initiated by education agencies and governments; instead, principals lack the vision and leadership responsibilities to see these changes as separate from daily first-order change (Cuban, 1988; Fullan, 2007; Marzano et al, 2005). Research points out that many good programs and ideas have funneled down the system; however, they fail to accomplish their goals due to failed leadership support (Cuban, 1988; Fullan, 2007; Marzano et al, 2005).

Second-Order Change

Second-order change is defined as radical change (Mid-Continent Research for Education and Learning). Second-order change is synonymous with reform in that, “second-order changes introduce new goals, structures, and roles that transform familiar ways of doing things into new ways of solving persistent problems” (Cuban, 1988, p. 342). Although Fullan does not specifically identify systemic reform with the term Second-Order Change, his discussion of systemic reform supports the McREL organization’s definition of Second-Order change by emphasizing “the reason that [reform] is so difficult to pin down is that at the end of the day large-scale reform is about shared meaning, which means that it involves simultaneously individual and social change” (Fullan, 2007, p. 11). Change that can be defined as reform then is not a change in textbooks or schedules; instead, it is radical change that requires a paradigm shift (Covey, 1989; Cuban, 1988; Fullan, 2007; Marzano et al, 2005).

The more recent research of Marzano, Waters, and McNulty (2005) on successful school leadership confirmed 21 leadership responsibilities that are correlated with student success and change. Marzano, Waters, and McNulty (2005) found that school leaders must be able to navigate through two types of change (i.e., First-Order and Second-Order change) and that these two types of change correlate with a unique set of the leadership responsibilities. Throughout this dissertation study, the Marzano, Waters, and McNulty (2005) meta-analysis will be referenced. The seven leadership responsibilities for successful second-order change will be the framework for the analysis of this dissertation (Marzano et al., 2005). If Dual Language program implementation is a Second-Order Change, as proposed in this paper, then principals must be aware of the specific leadership responsibilities associated with successful Second-Order Change.

Dual Language programs cannot be viewed as simply a shift in the schedule of a transitional bilingual education program (Gomez, 2006). This is a common mistake. If this approach is used, then it will fail (Cuban, 1988). The dilemma with this approach is that the desire is for second-order change; however, the means occurs through first-order change thinking (Cuban, 1988; Fullan, 2007; Marzano et al, 2005). Cuban identified similar challenges with thinking in the 1960s and 1970s when major reform attempts resulted in only first-order changes; these attempts never truly changed the existing structure because “in those years, federal policy makers tried to guarantee equal access to schooling rather than to transform the structures, roles and relationships within states, districts, and schools” (Cuban, 1988, p. 342). States, districts, and schools that want Dual Language programs but do not want to disturb the classroom roles or school

structure will fail in implementation (Cuban, 1988; Marzano et al, 2005). Lindholm-Leary's (2005) review of Dual Language research and best practices of effective Dual Language programs suggests that "designing, implementing, and refining Dual Language programs that successfully promote bilingualism, biliteracy, multicultural competence, and academic achievement in student participants requires considerable effort and support" (p. 7).

Paradigms

According to Covey (1989), "paradigms are powerful because they create the lens through which we see the world. The power of the paradigm shift is the essential power of quantum change, whether that shift is an instantaneous or a slow and deliberate process" (p. 32). The quantum change needed in Dual Language program implementation is for principals, teachers, and school community members to see the program different from previous bilingual and ESL programming (Gomez, 2006). Dual Language deals with the issue of bilingualism; it empowers minority groups by granting them full access to education through closing the academic achievement gap, as well as granting students in the program (including Native-English speakers) a pathway to biliteracy Gomez, 2006; Lindholm-Leary & Hargett, 2007). . These are quantum leaps from the current bilingual and ESL programming that offers monolingual results (Collier & Thomas, 2009). The foundation then for a successful program lies in the power of the school community to accept the new Dual Language paradigm (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

According to Lindholm-Leary (2005), Dual Language programs require the following:

- Assessment and accountability that is consistent, systematic, used to shape and monitor program effectiveness, and aligned with the vision and goals of bilingualism, biliteracy and multiculturalism, and data that tracks students over time (p. 10).
- A curriculum that is academically challenging and promotes higher-order thinking, is enriched and not remedial, and is aligned with the vision and goals of bilingualism, biliteracy and multiculturalism, including language and literature across the curriculum (p. 12).
- Instructional practices that feature a variety of techniques responding to different learning styles and language proficiency levels, genuine dialog, cooperative learning or group work situations and an understanding of and use of effective language input (p. 14).
- Staff that are highly trained, quality teachers who are appropriately certified and have academic background and experience, who are certified bilingual and ESL where bilingual teachers are fully bilingual and biliterate and ESL teachers who understand non-English language in early grades (p. 20).
- Effective professional development that includes administrators and teachers, on subjects of Dual Language models, bilingual education theory and research and second language development, and biliteracy (p. 22).
- A program structure that has a cohesive school-wide shared vision that is committed to and instructionally focused on the goals of bilingualism, biliteracy, and multiculturalism (p. 26).

- A program that involves families and the community, incorporates a variety of home/school collaboration activities, values bilingualism and biliteracy, has office staff that speak a non-English language, makes announcements in both languages, post signs in both languages, and values multiculturalism and establishes parent liaisons (p. 40).

All of these aspects of the Dual Language program spell out change. The most notable differences are in the Dual Language program's culture and outcomes. Students become biliterate. Dual Language programs prepare students to work in a global market and lead them to academically surpass their peers in regular education classrooms (Collier & Thomas, 2004, 2009; Cloud, Genesee & Hamayan, 2000; Freeman, Freeman & Mercuri, 2005; Gómez, 2006; Lindholm-Leary, 2001; Thomas & Collier, 2002). These are second-order changes. These changes stir up emotions, and can cause a program to potentially fail before it has begun; it challenges current paradigms of the school leadership, teachers, and the community (Marzano et al, 2005; Fullan, 2007).

The history of failed education programming in the United States reveals to us the following:

Many [reforms] were diverted by the quiet but persistent resistance of teachers and administrators who, unconvinced by the unvarnished cheer of reformers, saw minimal gain and much loss in embracing second-order reforms boosted by those who were unfamiliar with the classroom as a workplace. Thus first-order changes succeeded while second-order

changes were either adapted to fit what existed or sloughed off, allowing the system to remain essentially untouched. The ingredients change, the Chinese saying goes, but the soup remains the same.

(Cuban, 1988, p. 341)

Cuban's (1988) discussion of failed Second-Order change is poignant to Dual Language program implementation. This caution must be seriously considered to ward off a similar future for Dual Language programs. Dual Language is not a First-Order Change like former English as a Second Language Programs and subtractive bilingual education programs. Dual Language programming does not aim to improve ESL and bilingual education programs; it is not a "better" transitional bilingual education program and cannot be adapted to fit existing structures. Dual Language is its own program—with a unique vision, unique goals, and a different system of operation (Collier & Thomas, 2004, 2009; Cloud, Genesee & Hamayan, 2000; Freeman, Freeman & Mercuri, 2005; Gómez, 2006; Lindholm-Leary, 2001; Thomas & Collier, 2002). Failure to approach Dual Language as a second-order change can lead to failed implementation (Cuban 1988; Fullan 2007; Marzano et al, 2005).

Teachers and administrators may challenge the implementation of Dual Language program implementation (Marzano et al, 2005). They have the power to accept or reject the reform. They may fail to understand and believe in it. It would be a tragedy to allow Dual Language programs to fall to such patterns of failed implementation (Cuban, 1988). Two Dual Language programs in two North Texas districts met this fate; after only a few years of attempted implementation the program no longer is running in these districts. For over 50 years the United States has pursued

the best means to close achievement gaps and provide equality education where all students graduate, are prepared to go to college, and become productive citizens (Collier & Thomas, 2009). Dual Language is the treasure chest of this American pursuit. It offers solutions to educational challenges with ELLs (Collier & Thomas, 2009; Thomas & Collier, 2002). America cannot afford to allow Dual Language programs to fall into the fad cycle, leaving the country once again under-serving ELLs and perpetuating the nation's monolingualistic isolation.

Educational Leadership

Educational leadership, specifically principals, play the role of gatekeeper to a new program. If a principal fails to view Dual Language programs as a second-order change, then the gate begins to close and the program loses effectiveness (Cuban, 1988; Fullan, 2007; Marzano et al, 2005). Without strong leadership the Dual Language programs will fail; Alanis & Rodriguez (2008) found in their case study that,

teachers must adjust their philosophy, their teaching strategies and their view of [English Learners]. As teachers shift their beliefs about second language acquisition to one of enrichment versus one of remediation, the entire focus of the curriculum begins to shift as well... This cannot happen, however, without an administrator who understands the nature of bilingualism and the importance of advocacy for teachers, students, and biliteracy. (p. 316)

Without strong leadership the fad cycle tendencies will dominate, including flawed understanding of the program and failed paradigm shifts that chip away at the program's success (Cuban, 1988). This problem may occur for multiple reasons:

- The district failed to provide sufficient Dual Language program training, and/or
- The principal certification training program did not provide adequate classes in bilingual/ESL program, and/or
- The principal certification training program did not provide adequate coursework on change in education programming,
- The principal may lack experience,
- The principal may lack adequate multicultural training and second language acquisition knowledge.

This research aims at studying principals' approaches to leading the change involved in Dual Language program implementation and maintenance. It will examine how principals lead the change of a Dual Language program. This research hopes to determine what education training and knowledge and skills related to Dual Language education are necessary to help improve or to help generate Dual Language program training for principals.

Dual Language programs are the best program for all students and should not be limited to special campuses as a specialized program taught by specialized personnel (Collier & Thomas, 2004, 2009; Cloud, Genesee & Hamayan, 2000; Freeman, Freeman & Mercuri, 2005; Gómez, 2006; Lindholm-Leary, 2001; Thomas & Collier, 2002). Principals as leaders of these programs are the first line of command (Alanís & Rodriguez, 2008; Hamayan & Freeman, 2006; Rodriguez, 2009). The principal must be the leader of the program, the strongest voice leading the Dual Language program (Alanís & Rodriguez, 2008; Hamayan & Freeman, 2006; Howard, Sugarman, Christian,

Lindholm-Leary & Rogers, 2007; Riehl, 2008). A Dual Language program should be implemented where the population and staffing can support a Dual Language program (Gomez, conference proceedings, 2011). This is a civic responsibility; it is what is best for all children (Collier & Thomas, 2009). Dual Language does not have to be limited to the Hispanic or minority parts of town, or implemented only when the population of speakers of other languages reaches the minority–majority. Principals do not have to be bilingual or Hispanic or the ethnicity of the second language. Dual Language programs can be implemented as soon as the student population support one strand and biliterate teachers are available Gomez, conference proceedings, 2011). The principal’s view either aligns with this thinking or not. This paper will explore whether principals’ views are connected to their individual beliefs and if in turn these views determine their abilities to support the social change needed to support and promote the Dual Language program in the school and community.

Bilingual Education

English Language Learners (ELLs) means for acquiring English in Texas public schools can be accomplished through four different programs at the elementary level per the Texas Education Code: English as a second language, English immersion, transitional bilingual education, and two-way / Dual Language bilingual education (Alecio-Lara, Galloway, Irby, Gómez & Rodriguez, 2005; TEC Chapter 29). Of the two programs allowable and acknowledged by the federal government and the department of education (i.e., ESL and bilingual education), certain program distinctions must be made clear to support the future discussion and analysis provided

in this paper on Dual Language programs. This section will address the purposes, types, and myths of ESL/bilingual programs and second language acquisition.

The purposes of bilingual education are multi-fold. First and foremost the purpose of any second language acquisition program in the United States, whether it is an ESL program or a bilingual program, is to support and foster English language development (Baker, 2006). Both ESL and bilingual education offer quality programs that can lead to English Language Learners success in American schools (Baker, 2006). The purpose of bilingual education, in contrast to ESL programs, is that they support the English Language Learners' first language (L1). Enriched bilingual education programs support first language (L1) development based on second language acquisition development in children. Therefore, bilingual education programs offer first language (L1) support because the research has shown that young children who are still developing academically, cognitively, emotionally, and socially are most successful when they receive L1 support (Collier & Thomas, 2009). The bottom line of bilingual education programming is that young ELLs are most successful in acquiring English when they are provided with first language (L1) support (Baker, 2006; Cummins, 1981, 1986, 2000; Freeman, Freeman & Mercuri, 2002; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Hakuta, 1986).

Bilingual education is a highly debated issue with polarized advocates and antagonists of the varying programs. One program that is highly supported and is being implemented across the nation and across Texas at rapid rates is Dual Language. Dual Language programs officially originated in the 1960s in a Cuban community in Florida, followed by other Spanish Dual Language programs in Washington, D.C. and South

Texas. In 1994, with the reauthorization of the Elementary and Secondary Education Act (ESEA), Dual Language received federal support. The federal government promoted Dual Language programs, where students who speak only English and the minority student population speaking a language other than English, could both become biliterate. Subchapter B of Chapter 29 of the Texas Education Code provides the opportunity for Texas school districts to offer Dual Language programs.

According to the Center for Applied Linguistics' (CAL) national Two-Way Dual Language program tracking system, 29 U.S. states, including 392 schools, have registered Two-Way Dual Language programs (<http://www.cal.org/twi/directory>). The Center for Applied Linguistics is a leading research organization on language and language programming. This number reflects only schools that have qualifying two-way programs. Rosa Molina, the Executive Director of The Two-Way California Association for Bilingual Education Association, reports over 250 Two-Way Dual Language programs in California alone (personal communication, March 1, 2010). The Texas Two-Way Dual Language Education Consortium reported as of July 8, 2011 that 393 Two-Way Dual Language programs are registered in 29 states, plus Washington D.C.. These reports are of registered two-way programs (i.e., programs that include a balance of language-minority and language-majority students). This number of Dual Language programs is significantly multiplied with the inclusion of One-Way Dual Language programs. The growth of Dual Language programs in the past 50 years is considerable, even more so in the past five years with quality research to support the program's credibility and success. Future principals in the United States and in Texas are entering school environments that are increasingly bilingual (Texas Education

Agency, 2010). Dual Language program popularity is rising, and so are the responsibilities of principals to be able to lead these programs.

It is difficult to officially track the growth of the programs, based on the varying titles they receive. This reporting on the numbers of Dual Language programs in Texas and in the United States is meant to highlight Dual Language program popularity, to emphasize the direction bilingual education is headed, and to point out the need for principal certification programs and school districts to prepare principals to lead these programs. Research shows that the success of ELLs in Dual Language programs closes the achievement gap (Collier & Thomas, 2009). Recent longitudinal data conducted by internationally respected researchers, Collier and Thomas, show that ELLs in Dual Language programs are out-performing their native-English peers in regular programs (2009). To close the academic achievement gap, “English learners must make 15 months’ progress for six years in a row to reach grade level achievement in second language” (Collier & Thomas, 2009, p. 21). Dual Language programs offer the support and challenging environment for this to happen (Collier & Thomas, 2009). These results are drastic in contrast to all previous results shown by any other form of bilingual education.

Dual Language programs best practices require student participation for a minimum of 5 years (Cloud, Genesee & Hamayan, 2000; Collier & Thomas, 2004; Freeman, Freeman & Mercuri, 2005; Genesee, 2006). This practice is based on the research of both Hakuta (1994) and Cummins (1981, 1986, 2000) that concludes young students cannot learn English, or any other language for that matter, in 2 to 3 years, and be successful academically. It takes 5 to 7 years for students to learn another language

and then to be able to perform at the same level on tests that native speakers take (Cummins 1981, 1986, 2000; Hakuta, 1994).

Most ESL Programs and bilingual education programs are subtractive and remedial; the goal of these programs is monolingualism in English with little to no second language support (Collier & Thomas, 2009). “Almost without exception, language minority education in the US has been restricted to compensatory educational models based on a linguistic, academic, and socio-cultural deficit model” (Lindholm-Leary, 2001, p. 20). Even in the strongest transitional bilingual education program students exit the program by fourth grade and will not become biliterate; the goal of a transitional bilingual education program does not include the goal of bilingualism for students. Most of these programs can boast some gains by third grade, but a careful observer will notice these gains are short lived (Thomas & Collier, 1997). Quality analysis proves that these programs differ drastically when measured by the students’ successes and failures by high school, even by middle school (Collier & Thomas, 2009).

Research continues to support that Dual Language programs offer the best education for ELLs. This research study is based on evidence that reveals Dual Language programs offer English Language Learners the best chance to close the achievement gap with their native-English speaking peers (Thomas & Collier, 1997; Collier & Thomas 2009). The purpose of this study is to build on the knowledge of the success of Dual Language programs and analyze the effects that principals have on program success.

Dual Language Programs

Dual Language programs have a wide array of titles, program variations, and participants. It can be very confusing for any principal, educator, and community member (including politicians and parents) to grasp the intricacies of the program (Freeman, Freeman & Mercuri, 2005). The Dual Language program has significant long-term successes that can unfortunately be derailed due to lack of program education for school community members (Cuban, 1988). Failure to develop Dual Language program knowledge, and failure to provide continual professional development, can give way to misunderstandings and confusion amongst principals and between support staff, teachers, counselors, parents, and even custodians (Cuban, 1988). Principals may find themselves in disagreement with a Dual Language program because they are not aware of second language acquisition myths versus those theories supported by research (Hamayan & Freeman, 2006). Principals may not fully understand the entire population that can be served through different Dual Language programs; they may fail to understand the true potential of the program because they are weighed down by all of the external challenges of program implementation (Marzano et al, 2005).

In the next few paragraphs the different titles of Dual Language programs will be shared along with an explanation of Dual Language program variations. The key features and goals of Dual Language programs will be explored. Finally, the theories that umbrella the expanse of Dual Language programs will be examined. This will support the research in identifying challenges principals face when they are not

prepared to lead a Dual Language program. The following discussion will also highlight the importance of educating principals in their certification coursework in ESL/bilingual programming and in second language acquisition theories. The following explanation will support the research's suggestion for more specific principal training in Dual Language programs and in change theory in hopes of continued Dual Language program success and growth.

Dual Language program models are basically labeled either 90/10 or 50/50. In the 90/10 model, 90% of instruction is in the minority language whereas 10% of instruction is in English during the first year of schooling (<http://www.cal.org>). Each year the percentages increase in English until about fourth grade when the instruction balances out to be 50% in minority language and 50% in English (<http://www.cal.org>). The 50/50 model includes a balance of instruction of 50% in the minority language and 50% in English every year (<http://www.cal.org>). These program types are selected by districts and schools based on varying preferences of the program director and school administration. Some schools even do variances within these two types of programs and may choose to implement different percentages of language instruction based on their district's philosophy.

The next crucial element of a Dual Language program is the population being served. According to Gómez (L. Gómez, personal communication, February 7, 2011), two populations are being served (i.e., native-English speakers and speakers of the minority language [e.g., Spanish speakers]), then the program is Two-Way. If only one population is being served (i.e., the English Language Learners [ELLs]), or when a

program has predominantly ELLs and a few Native-English speakers, then the program is called a One-Way Dual Language program.

In either of these programs, teachers who are proficient in English and proficient in the minority language are needed. Sometimes there are One-Teacher Models, where a teacher who is proficient in both English and the minority language, can teach the Dual Language class (<http://www.cal.org>). For example, this teacher may spend the morning teaching in English and the afternoon teaching in Spanish. In a Two-Teacher model, one teacher is English proficient and may not speak the minority language (<http://www.cal.org>). This teacher is an ESL-certified teacher and teaches the English side of the Dual Language program. The partner teacher is proficient in the minority language and teaches in the minority language. They may both be in one classroom, or they may each have their own class that rotates between the two teachers. Based on the number of students in the program and the organization of the school, some schools may even have Three-Teacher Teams. Dual Language programs require much attention and planning to facilitate the best learning experience; this can and will vary greatly from year to year, especially during the initial years of program implementation (Freeman, Freeman & Mercuri, 2005).

To understand bilingual education programming and decipher the type of program that is in place on a campus (despite the title it has been given), it is best understood by the program's specific goals and features. Many programs may be given a title because it is the trend or mandated by the district; however, just because a program has the title does not mean its daily operations are in compliance with the program title. This terminology can be tricky and confusing, so it is best decoded by

understanding the programs goals and features. The goals and features of Dual Language programs included in the paragraph are selected because they summarize most sufficiently the goals and features identified in research-based articles. Cloud, Genesee, and Hamayan (2000) identify nine critical features of effective enriched education programs. (Dual Language programs fall under the title of enriched education program because they share these nine features):

1. Parent involvement is integral to program success.
2. Effective programs have high standards.
3. Strong leadership is critical for effective programs.
4. Effective enriched education programs are developmental.
5. Effective instruction is student-centered.
6. Language instruction is integrated with challenging academic instruction.
7. Teachers in effective enriched education programs are reflective.
8. Effective enriched education programs are integrated with other school programs and schools.
9. Effective enriched education programs aim for additive bilingualism. (p. 9)

In addition to these critical features the program must have goals that include bilingualism, biliteracy, multicultural competence, and academic achievement (Lindholm-Leary, 2005). Ultimately a goal of full bilingual proficiency is the purpose of Dual Language programs (Lindholm-Leary & Hargett, 2007). Therefore, if the program is called Two-Way Immersion, Developmental Bilingual, or Dual Language and the program meets the listed critical features and goals, then it is an enriched

education regardless of the title. On the other hand if the program carries one of these titles and does not include these critical features and goals, then it is not an enriched education but rather a traditional or other form of ESL/Bilingual education.

Gómez (2011) gives an excellent explanation of the Dual Language programming compared to other types of bilingual education by clarifying that:

the most misunderstood point regarding bilingual education is its purpose.

The central purpose of bilingual education and ESL program, other than Dual Language; traditionally emphasize English acquisition as their primary purpose for English Language Learners. This focus on English versus academic content places ELLs in English instruction too soon resulting in English development, but weak academic development since students do not fully understand instruction. This leads to ELLs falling behind academically and cognitively increasingly academic and cognitively demanding. Academic gaps, not English language gaps, begin to form as early as kindergarten and this typically widens as ELLs move up the grade levels. (L. Gómez, personal communication, February 7, 2011; Gómez, 2006)

Another defining separation in Dual Language programs is the theoretical stance that language is interdependent. This is a cornerstone of Dual Language program theory. Cummins (2001) developed the theory that states that, "...children's knowledge and skills transfer across languages from the mother tongue" and:

from the point of view of children's development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be

two ways when the mother tongue is promoted in school, the concepts, language and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages. (Cummins, 1978, p. 395)

This interdependence theory debunks the many myths that surround Dual Language programs. Dual Language programs struggle to gain support because of the inaccurate beliefs administrators and educators have of bilingual education and second language acquisition. Principal certification programs that educate principals in second language acquisition theories or at least review these theories will begin to build an awareness to the research-based programming. Strong district training for principals of Dual Language programming will help break through the stereotypes that currently exist. Such training will also help prevent principals from implementing extreme practices of either ignoring the Dual Language programs on their campus altogether or even sabotaging the continuance of the program on their campus.

Based on a review of a select number of Texas universities' principal certification course requirements, principal certification programs provide minimal (if any) preparation in second language acquisition. District principal training in second language acquisition is also minimal if not all together non-existent. What does exist is at most a one-day Dual Language training that is often district-wide and not specific to administrators. Some recognition is being made amongst researchers and trainers, and some administrator training is offered at conferences and symposiums on Dual Language education. Principals and administrators lack specific trainings needed in

leading a Dual Language program; Cambron-McCabe & McCarthy (2005) and Lopez, Gonzalez, & Fierro (2006) reiterate that “given the importance of principals in supporting two-way immersion programs, it is crucial that principal preparation programs meet the challenge of preparing school leaders with the purposes of modeling, supporting, and sustaining social justice in their schools” (as cited in Rodriguez, 2009, p. 8). If training sessions do exist they often skip covering or educating in second language acquisition entirely on the assumption that the attendees already have a basic understanding of second language acquisition.

This research hypothesizes that most principals lack the basic understanding of second language acquisition processes and therefore will struggle to be an advocate and a leader of Dual Language programming. One part of this research will look at the success of the Dual Language program in relation to the principals’ training in Dual Language programming. This research will argue that principals need more training in second language acquisition and need specialized training in how to lead reform movements, including Dual Language programs. “The increase in two-way immersion programs nationwide supports the need for making preparation programs in educational administration relevant to the job demands of principals who will serve students in such additive language programs” (Rodriguez, 2009, p. 8). Principals who have a greater awareness of how to lead systemic change, have greater understanding of second language acquisition theories and better multicultural awareness will be better supporters and advocates for Dual Language programming. This will lead to more successful Dual Language program implementations and more sustainable Dual Language programming.

The participants of Dual Language programs may be native-English speakers or speakers of a language other than English (<http://www.cal.org>). These two groups are made up of various demographics. A Dual Language program should reflect the demographics of a general education classroom; it should be just as diverse in regards to ethnicity, socio-economic level of students, and achievement levels of students (Gomez, 2006). Therefore Language-Majority speakers (native-English speakers) may be any ethnicity, as long as they are native speakers of English. Language-Minority Speakers may encompass different demographics also, with the single similar characteristic being that they all speak the same minority language. If the Dual Language program is a Spanish–English program, then the Spanish-speaking students may be from different Spanish-speaking countries, including U.S. born students (Gomez, 2006). They may be first-, second-, or third-generation Spanish speakers who are American citizens but were raised in a Spanish-speaking home. The participants of Dual Language programs may vary dramatically from campus to campus, district to district, and program to program. Placement in these programs requires principals who understand the program, as well as counselors and support staff that also are aware of program characteristics and can place students appropriately (Alanis & Rodriguez, 2008).

The last two elements of Dual Language programs that set them apart from other bilingual education programs and that are crucial for principals to understand relates to the community's and teachers' role in the program. Teachers of Dual Language programs usually have greater workloads (Freeman, Freeman, & Mercuri, 2005). They require more time to plan because of the team teacher collaboration and the involvement of two languages. Principals must understand teachers' language

proficiency so that they hire teachers that are fully proficient in the language of instruction. They also must visit classrooms to ensure that the teachers are sticking to the language of instruction (i.e., speaking the target languages when scheduled to do so).

Dual Language programs require the commitment of the community (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007). Parents' involvement depends on many factors. Parents of the minority language must feel their language is respected, by having school communication presented to them in their language as well as phone calls home and all parent contact being done in a professional manner in their language or with a proficient translator. All of these elements of Dual Language programs ensure that it will be successful; however, they also point to the need for the school leadership to be involved and knowledgeable of the guiding principles of the program (Alanis & Rodriguez, 2008).

Rogers, of Dual Language Education of New Mexico, pointed out three key components to the success of Dual Language programs (2009) that are mentioned repeatedly in Dual Language research (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

- Key Component 1: A minimum of 50% of instruction is delivered in the “target” language (p. 1)
- Key Component 2: Strict separation of language for instruction (no translation) (p. 10)

- Key Component 3: Building a kindergarten to twelfth grade program (p. 10).

Dual Language programs in research have repeatedly shown statistical significance in improving the test scores of English Language Learners and in closing the academic achievement gap of ELLs with native-English speaking students (Thomas & Collier, 2002). Dual Language programs, like many other reform movements in education, over time can fall victim to lapsed implementation guidelines. Subsequently, teachers and administrators can fall back into the routines of school life and forget the importance of following the guidelines and critical features of new programs. Dual Language is one of those programs that has proven success, but program implementation guidelines must be adhered to strictly or the program can weaken (Fern, 1995; Freeman et al., 2005; Lindholm-Leary, 2001). “Studies of effective schools consistently and conclusively demonstrate that high-quality programs exist when schools have a cohesive, school-wide shared vision; goals that define their expectations for achievement; and an instructional focus and commitment to achievement and high expectations that are shared by students, parents, teachers and administrators (Berman, 1995; Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007, p. 23; Corallo, McDonald, & Ael, 2001; Marzano, 2003).

Dual Language programs are highly susceptible to weak implementation because they require a second-order change process (Cuban, 1988). A second-order change is a reform (i.e., a systemic change) (Cuban, 1988). For a school community to handle a successful second-order change, this research proposes that a mental map must be created to handle the change through continuous professional development and

observations (Cuban, 1988). The school leader must be prepared and ready to handle the transition of a bilingual program to a Dual Language program (Rodriguez, 2009). This can be a challenge because previous bilingual education programs have similar elements of Dual Language programs; however, they have very different program goals, different populations served, and different best practices (Rodriguez, 2009).

Dual Language programs, without proper training and education, can appear to be just another bilingual education program, given a new name. This is erroneous. As this literature review pointed out, Dual Language programs follow strict implementation guidelines for the purposes of fulfilling its mission, which is unique compared to any other bilingual or ESL program. Students in Dual Language programs will be fully biliterate as a result of participating in the program: students will be able to speak, read, and write in two languages. The Dual Language program must be acknowledged by the entire campus and involved and highlighted throughout the school year.

Many goals of Dual Language programs will not be met if Dual Language implementation guidelines are not followed (Cloud, Genesee, & Hamayan, 2000; Gómez, Freeman, & Freeman, 2005; Lindholm-Leary, 2001). If teachers do not follow the guidelines and if administrators do not enforce the guidelines, the outcome of Dual Language programs will vary in accordance to the degree the guidelines were or were not followed.

Dual Language programs can and will fall victim to the educational fad cycle in some districts if they are not implemented as Second-Order Changes (Cuban, 1988; Fullan 2007). Dual Language programs offer one of the answers to the challenges of

twenty-first century education. Dual Language can lay a new track that will facilitate successful educational programming for our future populations that prove to be majority Hispanic and increasingly immigrant (Gómez, 2006). This new track will lead American society back to the global forefront when we start producing our own fully bilingual and multicultural aware citizens. However, this process will be derailed if the program is perceived as a fad and if the needed restructuring fails to occur in schools (Cuban, 1988; Fullan 2007).

Dual Language programs are proven as the most successful program available for ELLs (Collier & Thomas, 2004; Thomas & Collier, 2002; Lindholm-Leary, 2001). As the programs' success grows the program faces new challenges as implementation extends to new parts of the country. Former border towns and cities such as Miami, Florida with high Hispanic populations were home to the original Dual Language programs (Freeman, Freeman & Mercuri, 2005). Because the communities themselves had large immigrant populations, Dual Language programs were accepted and supported by Hispanic and multicultural experienced staff and administration.

Dual Language programs now are entering school districts that do not reflect high immigrant populations or Hispanic majority. According to a review of north Texas Academic Excellence Indicator System (AEIS) reports, school districts population that are choosing to implement Dual Language programs demographics reflect smaller Hispanic population, compared to the original founding communities of Dual Language programs (AEIS, 2010). This presents a new phase for Dual Language program implementation. The communities and school leadership are predominantly monolingual and non-immigrant. This new phase of Dual Language program

implementation highlights that Dual Language programs are second-order changes as seen when they are implemented in school districts that are predominantly monolingual and mono-cultural school environments.

This research will study if principals fail to recognize Dual Language programs as Second-Order Change. Many principals of Dual Language programs are required to attend only one to three days of training on Dual Language, most of which focuses on teaching practices. All of these observations point to weaknesses that school districts must identify and address for Dual Language program implementations to overcome being a fad cycle, especially in the attempt to facilitate a successful transition of programming from traditional areas (border towns) of Dual Language program to more monolingual communities. This research study seeks to determine how to support this transition.

With the recent adoption of Dual Language programs across Texas it is evident that this program promises great gains in English Language Learners' academic success crossing socio-economic, cultural, and ethnic boundaries. Already, signs of weakness in implementation and maintenance are evident in north Texas. Some districts that began implementation just one to two years ago in Texas discontinued the program or are downsizing the program to only one or two campuses.

Senge (1990) theorized the fad cycle found in organizations and explains that the attention span of organizations is at best one to two years. A study conducted by Senge (2000) a decade later describes strong leadership as the means to break through the fad cycle; principals need to believe in the potential of the organization and have the

skills to build the program (Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000). Therefore Dual Language programs require strong leadership to break through the cycle of becoming just a fad, and securing strong implementation and program fidelity. Dual Language is a new program to most school districts, it will encounter typical challenges that come with any new program implementation, therefore school principals need to question,

what if the time required to understand, apply and eventually assimilate the new capabilities suggested by a “new idea” is longer than the fad cycle? If organizations have an “attention span” of only one or two years, is it impossible to learn things that might require five or ten years? How can initial tentative explorations and experiments in developing learning capabilities, which inevitably will meet with a mixture of success and failure, lead to an ongoing learning process that continually increases capability. (Senge, 1990. P. X)

This study looked at the relationship between principals’ beliefs of change related to Dual Language programming. This research identified whether principal certification programs are preparing principals to handle the second-order changes of Dual Language program implementation. This study sought to shed light on the importance of principals’ education and training to the continued success of Dual Language programs.

CHAPTER 3

METHODOLOGY

A mixed methods research methodology was applied. Due to the extensive hypotheses and research questions, mixed methods were the most appropriate research methods where, “the strengths of both quantitative and qualitative research can provide the best understanding” (Creswell, 2009, p. 18). The collection and analysis of quantitative (questionnaire) and qualitative (open-ended questions) data allows the researcher to examine in further detail the survey instrument (Muñoz, 2006). All hypotheses and research questions applied quantitative analyses. Research question three applied both quantitative and qualitative analyses. Therefore the weight of this study was quantitative with a small piece applying a qualitative analysis:

in a mixed methods study, the research uses either a qualitative or a quantitative approach to the literature, depending on the type of strategy being used....for example, if the study begins with a quantitative phase, then the investigator is likely to include a substantial literature review that helps to establish the rationale for the research questions or hypotheses. If the study begins with a qualitative phase, then the literature is substantially less, and the researcher may incorporate it more into the end of the study-an inductive approach. The literature use in a mixed methods project will depend on the

strategy and the relative weight given to the qualitative or quantitative research in the study. (Creswell, 2009, p. 28)

This mixed-methods study attempted to examine the preparedness of principals to lead Dual Language programs and the perceived success of these programs. The primary sources of data were questionnaires that included open-ended questions. The study began upon approval from the IRB of University of Texas at Arlington, in the spring of 2011. Principals were emailed the questionnaire and given two-weeks to respond. The data collection was completed in May of 2011 and data analysis and write up was completed in the summer of 2011.

The population for this study was drawn from school districts in Texas that implement Dual Language programs. Elementary principals were targeted in Texas school districts. These districts implemented Dual Language programming district-wide as the bilingual education program. Some districts had partial implementation of the program; not every district included in this study implemented a Dual Language program on every campus. Participation was voluntary. Principals had some knowledge of Dual Language programs because those involved in the study were in districts with Dual Language programs, whether or not principals themselves were at a Dual Language campus. All principals within the district were included to gain an understanding of all principals' perceptions of the program, whether or not they are a direct leader of the program on their campus. The schools portrayed varying demographics.

Questionnaires were made available online via the Survey Monkey website (<http://www.surveymonkey.com>). The questionnaire was accessible via a hyperlink sent through e-mail directly to the principals. The consent form appeared on the first page of the questionnaire. The questionnaire was anonymous. The study was conducted entirely in Texas. Fourteen Texas school districts were invited to participate; seven school districts approved this external research study for Spring 2011.

The sample of principals was drawn from independent school districts across Texas. Multiple principals were targeted to contain varying school demographics, including multiple levels of Dual Language program implementation, from mature implementations (more than 4 years) to new implementation (within 1 to 2 years), and anticipated implementation (within 1 year), to include rural and urban school districts, district with high minority populations to those with smaller numbers of minority populations. The sample of principals was contacted, prior to issuing the questionnaire, by an e-mail to inform them of the study and to request their participation. The principals had 2 weeks to complete the questionnaire. A large sample size was needed for the chi-square test of independence to produce reliable results. Data was analyzed to identify similarities or differences between these sub-groups:

- Principal administration experience
- Principal instructional Dual Language experience
- Principals who lead Dual Language programs as compared to principals who do not lead Dual Language programs
- Principals who are Hispanic and principals who are not Hispanic

- Principals who are bilingual as compared to principals who are monolingual, and
- Principal gender.

In addition to attempted chi-square analyses of the five hypotheses, a descriptive analysis was applied to all hypotheses and research questions. Both descriptive statistics and qualitative analysis were used for research question three that explored the importance of principals' philosophies of Dual Language programming.

Instrument

An online questionnaire was developed. The questionnaire was designed to solicit responses on Dual Language education and principal leadership. To develop the validity of the instrument it was submitted to a panel of experts. This panel of experts determined that the questions asked in the questionnaire represented what the research questions were asking. Five members were included in the panel; the members were administrators and were not part of the research sample. The validation instrument was based on another successful validation of instrument process (Garippa, 2004). The panel was asked in the validation instrument to measure the clarity of the question item, ranging from 1 (not clear at all) to 4 (very clear). The panel also rated the importance of the questionnaire item, ranging from 1 (not important at all) to 4 (very important). After the first validation process, one question was rewritten; another question was removed. The instrument was resubmitted to the panel until 80% of the panel agreed to its validity and reliability.

Treatment of the Data

For hypothesis number one (i.e., a principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of their administration experience), a Chi-square test of independence was attempted and a descriptive analysis. For hypothesis number two (i.e., a principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of their years of instructional experience with Dual Language programs), a Chi-square test of independence was attempted and a descriptive analysis. For hypothesis number three (i.e., a principal's perception of Dual Language program Implementation, as First-Order or Second-Order Change, is independent of their language status as a monolingual or bilingual), a Chi-square test of independence was attempted and a descriptive analysis. For hypothesis number four (i.e., a principal's perception of Dual Language program Implementation as First-Order or Second-Order change is independent of their perception of the Dual Language program being similar to the previous ESL or bilingual education program), a Chi-square test of independence was attempted and a descriptive analysis. Hypothesis number four (i.e., the similarity of the Dual Language program to previous ESL or bilingual programming) was measured with a 6-point Likert scale:

- Strongly disagree; it is an entirely new and different program.
- Disagree; it is a unique and different program.
- Undecided.
- Agree; it is very similar to the previous bilingual program.
- Strongly agree; it is the same bilingual program with a new name.
- There was no previous ESL or bilingual education program.

For hypothesis number five (i.e., a principal's perception of Dual Language program Implementation as a First-Order or Second-Order change is independent of their perception of the success of their district's Dual Language program), a Chi-square test of independence was attempted and a descriptive analysis. Hypothesis number five was measured with a 5-point Likert scale, from strongly agree to strong disagree. Three research questions were posed: (a) to determine if the principals' certification coursework relating to bilingual education prepared them to lead a Dual Language campus, (b) to determine if there is parity in the number of Hispanic male and female principals heading Dual Language campuses, and (c) to determine if leadership of Dual Language programs requires the leader to personally identify with the program and have a developed philosophy of Dual Language enrichment education. These research questions were analyzed with descriptive statistics. Research question #3 also applied a qualitative method of analysis.

A chi-square test of independence was attempted to analyze the data collected for each hypothesis. In the social sciences typically research is focused on determining whether variables are related or independent of each other; the chi-square can be used to assess whether or not two variables are independent. For the third research question, the research highlighted key passages, assigned passages to categories, refined the categories and created sub-categories, and then identified themes (Plewes, 2002). All questions were examined for errors and omissions.

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this study was to examine elementary principals' views of change and the implications of this view of Dual Language program success. This study includes both quantitative and qualitative research methods. A chi-square test for independence statistic compared principals' perceptions of change initiated by Dual Language program implementation with multiple variables including administrative experience, Dual Language program experience, language ability (monolingual or bilingual), similarity of program to previous programming, and perception of success of their districts' Dual Language program. All three research questions will be analyzed using descriptive statistics. The third research question will look for themes and patterns to extract meaning relating to Dual Language programs and principal leadership. This third research question will also be to apply a qualitative analysis.

These hypotheses and research questions will help define the role of principal leadership in Dual Language programs. This study was undertaken to explore how principals view the change of Dual Language program implementation. This research also sought to identify if a relationship exists between their perception of the type of change caused by Dual Language program implementation, as well as their connection to and belief in the program.

The importance of the research question one is to identify if a satisfactory amount of training is provided in the principal certification coursework to prepare

principals to lead a school with a Dual Language program. Research question two analyzes the parity in the number of Hispanic male and female principals heading Dual Language programs. Finally, the third research question determined the trends in principal leadership of successful Dual Language programs, specifically regarding principals who hold a clear philosophy of Dual Language education and also personally identify with the program, as compared to those who do not.

Two hundred and sixteen participants were invited to complete the survey. Of the 216 participants invited, 29% (N=63) responded to the survey. The study attempted five chi-square tests: one chi-square analysis for each of the five hypotheses. The study also includes a descriptive analysis along with a qualitative analysis of research question three. The following section will restate each hypothesis along with the statistical analysis. Table 1 shares the demographic data of the principals responding to the questionnaire. A non-parametric chi-square test of independence was attempted at the 0.05 level of significance.

Hypothesis 1

Hypothesis one stated as follows: A principal's perception of Dual Language program implementation as a first-order or second-order change is independent of their administration experience. There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. A Fisher's Exact Test best suited for 2x2 matrices was run. There is no relationship between principals' views of Dual Language program implementation as a first-order or second-order change and administrative experience. Table 2 provides the data of the Fisher's Exact Test.

Table 1
Total Number of Participants According to Gender and Ethnicity

| Gender | Number | Percentage |
|---------------|---------------|-------------------|
| Female | 49 | 77.8% |
| Male | 14 | 22.2% |
| Total | 63 | 100% |

| Ethnicity | Number | Percentage |
|----------------------------|---------------|-------------------|
| American Indian or Alaskan | 2 | 3.2% |
| African-American | 11 | 17.5% |
| Caucasian | 12 | 19% |
| Hispanic | 35 | 55.5% |
| Other | 1 | 1.6% |
| Chose Not to Respond | 2 | 3.2% |
| Total | 63 | 100% |

Results indicate that a principal’s perception of the type of change associated with Dual Language program implementation is independent of their administration experience. Figure 1 reveals that 79% of principals view Dual Language program implementation as a first-order change. All principals in this study had four years or less of experience. Thirty-one principals (49%) had two years or less of experience. All respondents with a year or less of experience view Dual Language program as a first-order change. All of the principals that view Dual Language programs as a second-order change have 2 or more years of experience. There is no association between these two variables, as determined by the Fisher’s Exact Test $p=.188$.

Table 2
Principals’ Perceptions of Change and Their Administrative Experience

| Administrative Experience | Perception of Change Caused by Dual Language programs | | Total |
|---------------------------|--|------------------------|-------|
| | First-Order Change | Second-Order Change | |
| 1 Year | 8 | 0 | 8 |
| 2 to 5 Years | 42 | 13 | 55 |
| Total | 50 | 13 | 63 |

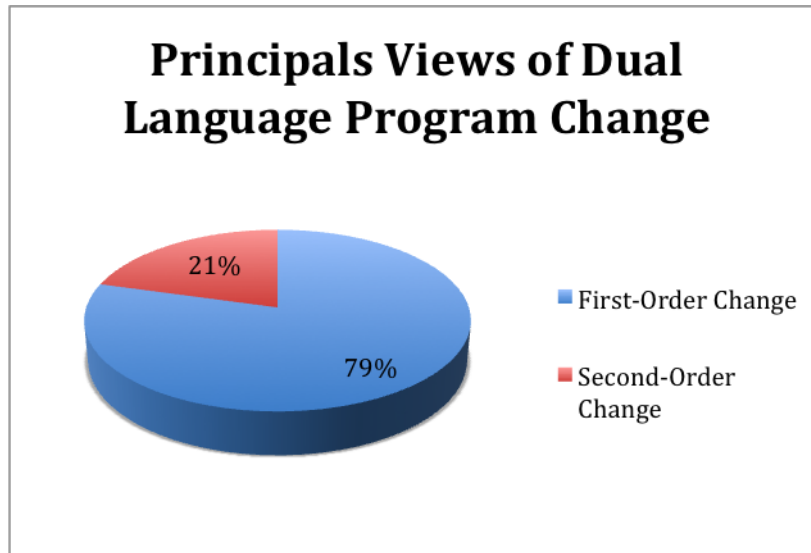


Figure 1 Principals' Perceptions of Dual Language program Change

Hypothesis 2

Hypothesis two stated as follows: A principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of his or her years of instructional experience with Dual Language programs. There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. A Fisher's Exact Test best suited for 2x2 matrices was run. There is no relationship between principals' views of Dual Language program implementation as a first-order change or second-order change and his or her Dual Language program experience. Table 3 provides the data of the Fisher's Exact Test. Results indicate that a principal's perception of the type of change associated with Dual Language program implementation is independent of his or her Dual Language program experience. Only 46 principals (73%) completed this question out of the 63 respondents. No association was found between a principal's view of Dual Language change as first-order or

second-order and Dual Language program experience, as determined by the Fisher's Exact Test $p=.644$. Thirty-five principals of the 46 that responded to this question (76%) had two years or less of Dual Language program instructional experience. Only 11 (24%) had three to four years of Dual Language program experience.

Table 3
Principals' Perceptions of Dual Language program Change and Their Dual Language program Instructional Experience

| Dual Language program Instructional Experience | Perception of Change Caused by Dual Language programs | | Total |
|--|---|---------------------|-------|
| | First-Order Change | Second-Order Change | |
| 1 Year | 10 | 2 | 12 |
| 2 to 4 Years | 30 | 4 | 34 |
| Total | 40 | 6 | 46 |

Hypothesis 3

Hypothesis three stated as follows: A principal's perception of Dual Language program implementation, as a first-order or second-order change, is independent of his or her language abilities (monolingual or bilingual). There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. A Fisher's Exact Test best suited for 2x2 matrices was run. There is a relationship between a principal's view of Dual Language program implementation as a first-order change or second-order change and his or her language ability (monolingual or bilingual) as determined by the Fisher's Exact Test $p=.006$. Table 4 provides the data of the Fisher's Exact Test. Results indicate that principal's perception of the type

of change associated with Dual Language program implementation is related to language ability (as monolingual or bilingual).

Table 4
Principals' Perceptions of Dual Language program Change and Their Language Ability

| Language Ability | Perception of Change Caused by Dual Language programs | | Totals |
|------------------|--|------------------------|--------|
| | First-Order Change | Second-Order Change | |
| Monolingual | 12 | 9 | 21 |
| Bilingual | 38 | 4 | 42 |
| Total | 50 | 13 | 63 |

Of the 63 respondents, 67% were bilingual and 33% were monolingual. Four of the 42 bilingual principals (10%) viewed Dual Language programs as a second-order change. Nine of the 21 monolingual principals (43%) viewed Dual Language programs as a second-order change. Of the 13 respondents who perceived Dual Language programs as a second-order change, 69% of them were monolingual.

Hypothesis 4

Hypothesis four stated as follows: A principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of his or her perception of the Dual Language program being similar to the previous ESL or bilingual education programming. There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. There were not enough responses to conduct a Fisher's Exact Test for 2x2 matrices either. However,

through descriptive statistics displayed in Table 5, it can be reported that of the 50 respondents who see Dual Language change as first-order, 10 agreed that their Dual Language program is similar to previous bilingual education programming. Of the 13 principals that view Dual Language change as a second-order, deep and systemic change, none of them agreed with the statement that the Dual Language program is similar to previous programming. Of the 13 principals that view Dual Language program implementation as a Second-Order change, ten disagreed that their Dual Language programs was similar to previous bilingual education programming, four of which strongly disagreed. Overall, 46 out of 63 principals disagreed or strongly disagreed that Dual Language education is similar to previous programming.

Table 5
Principals' Views of Dual Language programming Compared to Previous Language Programming

| Dual Language program Similar to Previous Programming | Perception of Change Caused by Dual Language programs | | Total |
|---|--|------------------------|--------------|
| | First-Order Change | Second-Order Change | |
| Strongly Disagree | 11 | 4 | 15 |
| Disagree | 25 | 6 | 31 |
| Undecided | 4 | 3 | 7 |
| Agree | 10 | 0 | 10 |
| Strongly Agree | 0 | 0 | 0 |
| Total | 50 | 13 | 63 |

Three of the principals who perceived Dual Language programs as second-order change were undecided to its similarity to previous programming.

Therefore, it appears that those principals who understand the second-order nature of Dual Language program implementation, the understanding of the depth of the change, the uniqueness in program goals compared to previous programming and the systemic reform that Dual Language programs create, also seem to understand the Dual Language is not similar to previous bilingual education programming.

Hypothesis 5

Hypothesis five stated as follows: A principal's perception of Dual Language program Implementation as First-Order or Second-Order Change is independent of his or her perception of the success of their district's Dual Language program. There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. There were not enough responses to conduct a Fisher's Exact Test either. Through a descriptive analysis displayed in Table 6, it was found that of the 50 principals that viewed Dual Language program change as first-order, 60% agreed that their district's program was successful; 14% disagreed. Of the 13 principals that viewed Dual Language program change as second-order, 54% agreed that their district's program was successful, and 15% disagreed.

Table 6
Principals' Views of Dual Language program Change and District's Dual Language program Success

| Successful District Dual Language program | Perception of Change Caused by Dual Language programs | | Total |
|--|--|------------------------|--------------|
| | First-Order Change | Second-Order Change | |
| Strongly Disagree | 8 | 2 | 10 |
| Disagree | 1 | 0 | 1 |
| Undecided | 11 | 4 | 15 |
| Agree | 23 | 5 | 28 |
| Strongly Agree | 7 | 2 | 9 |
| Total | 50 | 13 | 63 |

This research proposes that these responses could have been affected by the fact that principals want to represent their district positively and that the undecided principals were part of the large district whose program had not yet received results from state standardized tests. Almost 60% of all respondents viewed their district's program as successful; 24% were undecided. Of the Dual Language programs included in this study some were at the fourth year of the Dual Language program implementation. The oldest students in this program were in the third grade. In Texas, state standardized tests are first given in third grade and are not received until the end of the year. This questionnaire was sent out and completed before the state standardized test results for the 2010–2011 school year had been viewed. Therefore, some of the principals have not yet seen test results for the students in their Dual Language program.

Research Question #1

1. To determine if principals perceive their certification coursework relating to bilingual education prepared them to lead a Dual Language campus. Table 7 presents the frequency of participant principals' responses to the question: Do you feel your principal certification program prepared you with adequate coursework to lead a school with a Dual Language program? Principals were given two options for answering the question: agree or disagree. The majority of principals disagreed with the question; 64.5% of respondents perceived that their principal certification coursework relating to bilingual education did not prepare them to lead a Dual Language campus. Thirty-five point five percent of principals agreed; their perception was that coursework for principal certification prepared them to lead a Dual Language program.

Table 7
Principals' Perceptions of Their Administrative Certification Coursework

| Administrator Certification Coursework | Number of Principals | Percentages |
|--|----------------------|--------------------|
| Satisfactorily prepared principal to lead Dual Language campus | 22 | 35.5% ^a |
| Unsatisfactorily prepared principal to lead Dual Language campus | 40 | 64.5% |
| Total | 62 | 100% |

^a Principal Certification percent based on the total number of 62 principals.

Research Question #2

2. To determine if parity exists in the number of Hispanic male and female principals heading Dual Language campuses. Of 63 respondents to this question, 44 were female principals of Dual Language campuses. Eighty-one percent of respondents who were principals of elementary Dual Language campuses were female. Ten (18.5%) respondents of the questionnaire were male principals of a Dual Language campus. Nine of the respondents were principals of campuses that did not have Dual Language programs but were principals within districts that had district-wide Dual Language programs. (See Table 8.) Of the principal respondents on campuses that were not Dual Language but were part of Dual Language districts, 5 were female and 4 were male. Of the 9 respondents who were not on a Dual Language campus, about half were female (55.6%), as compared to principals of Dual Language campuses where 81.5% of principals were female.

Of the nine respondents who did not have a Dual Language program on their campus, none were Hispanic. Of the respondents that were Hispanic principals of a Dual Language campus, 29 were female and 6 were male. Table 9 and Figure 2 share the data on the gender of Hispanic principals in this study. Seventy-seven point eight percent of Hispanic principals were female, and only 22.2% of Hispanic principals were male.

Table 8
Gender Distribution of Principals

| Gender | Principal of a Dual Language program | Percentage of Principals of Dual Language program | Principal of a Campus That Does Not Have a Dual Language program | Percentage of Principals not Leading Dual Language programs | Total Principals |
|--------|--------------------------------------|---|--|---|------------------|
| Female | 44 | 81.5% ^a | 5 | 55.6% ^b | 49 |
| Male | 10 | 18.5% ^a | 4 | 44.4% ^b | 14 |
| Total | 54 | 100% | 9 | 100% | 63 |

^a Gender % based on 54

^b Gender % based on 9

Table 9
Gender Distribution of Hispanic Principals

| Hispanic Principals | Number | Percentage |
|---------------------|--------|--------------------|
| Female | 29 | 77.8% ^a |
| Male | 6 | 22.2% |
| Total | 35 | 100% |

^a Hispanic Principals % based on 35.

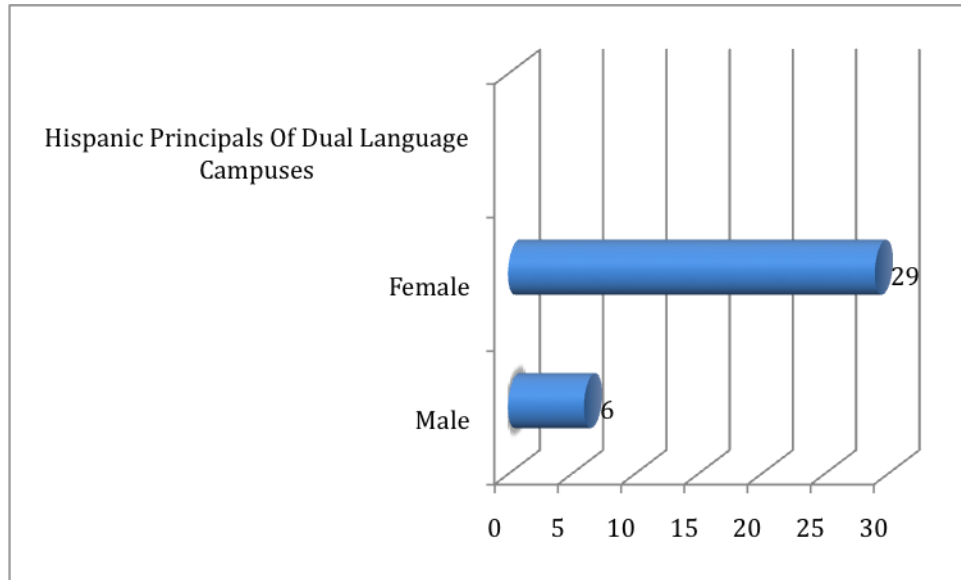


Figure 2 Gender of Hispanic Principals Leading Dual Language programs

Research Question #3

3. To determine if leadership of Dual Language programs requires the leader to personally identify with the program and have a developed philosophy of Dual Language enrichment education. This research question was broken down and analyzed in two parts. The first section analyzes the philosophies of Dual Language enrichment education of the respondents. The second section analyzes the principals and whether they personally identify with the Dual Language program.

Section 1. Principals' Philosophies of Dual Language Enrichment Education

Question 22 read as follows: I have now adopted a clear philosophy of Dual Language enrichment education. The answer choice was five items, ranging from strongly agree to strongly disagree. Table 10 demonstrates the responses of principals. Forty-five (71.4%) principals agreed or strongly agreed to the statement that they have adopted a clear philosophy of Dual Language. Eighteen (28.6%) principals responded either

undecided, disagree, or strongly disagree to having adopted a clear philosophy of Dual Language enrichment education. Of the 63 respondents, 52 wrote comments when asked to share their philosophy.

Of the 52 comments shared by respondents relating to their philosophy of Dual Language education, six themes arose. The themes that emerged are listed below in order from highest to lowest of most frequently mentioned in respondent statements along with a quote provided by a respondent in each category:

- The power of the bilingual/biliterate and multicultural goals of Dual Language enrichment education.
“Dual Language is a program designed to ensure that students are truly bilingual and biliterate.”
- The benefits of students being prepared for the future, for a global economy and a multi-lingual society.
“Students will become more marketable and will be able to compete with the demands of this century.”
- Not sure of philosophy, too new to program and unsure yet of program.
“I have very little knowledge.”
- The enrichment aspect of the program (strong academics, long-term, accelerated learning).
“It is a very enriching program that should be required of all students.”
- The strong foundation Dual Language enrichment education affords students in their first language, enabling them to master English.

“Students who are academically successful in their native language will also be successful in their second language.”

- No philosophy because of concerns yet with program.

“Not sure.”

The majority of responses spoke to the biliterate/bilingual and multicultural goals of the program. Most of the comments included the words: biliterate, bilingual and multicultural. Sixteen comments (30%) on principals’ philosophies of Dual Language Enrichment Education highlighted the power of the program to develop bilingual and biliterate students ready to handle and be part of multicultural environments.

One comment stated, “Ideally, bilingual and biliterate is our goal for all students. Two languages is better than one, but no real mastery of either language is horrible.”

Of philosophies shared, 17.3% focused on students being prepared for a global economy. One statement shared, “My philosophy of Dual Language enrichment education is that it should promote both Spanish and English as languages of equal value. I feel that by placing importance on both languages we (my campus) are not only preparing the students for the multi-lingual, multicultural world we are living in, but they are also learning the importance and value of respecting other cultures in our increasingly global society.” These nine philosophies were grouped together based on the similar terminology used, including the words “global economy.”

Table 10
Principals with Clear Philosophy of Dual Language programs

| Principals with a Clear Philosophy of Dual Language programs | Number of Responses | Percentages |
|--|------------------------|-------------|
| Strongly Disagreed | 5 | 7.9% |
| Disagreed | 2 | 3.2% |
| Undecided | 11 | 17.5% |
| Agree | 36 | 57.1% |
| Strongly Agree | 9 | 14.3% |
| Total | 63 | 100% |

Approximately 12% of the respondents’ philosophies spoke of the Dual Language program as an enrichment program that is strong in academics, accelerates learning, and assures long-term achievement. Another 12% of respondents’ philosophies spoke of the strong foundation that Dual Language Enrichment programs offer students in the primary language.

Twenty-three percent of comments did not offer a philosophy due to either their inexperience with the program, uncertainty about the program, or concerns they had with the Dual Language Enrichment Program. One comment stated, “My philosophy doesn’t matter. The district required the program.” This comment expresses that this principal does not feel that his or her role in the program is important. This respondent reveals that his or her perception of the program is as a district mandate, which reveals a lack of identification with the program. This principal shows no personal significance

found between his or her beliefs and the Dual Language program. Another comment stated, “I believe in Dual Language when it is implemented the right way.” This respondent reveals a struggle with the implementation. This respondent’s belief in the Dual Language program is not being taken into account when implementing the current program.

Section 2. Personal Significance of Dual Language program to Principals

Question 24 read as follows: In what ways has leading a Dual Language program become of personal significance to you? Forty-two participants responded to this question; of those responses, three responses indicated that they did not personally identify with the program. Therefore, about 62% of the sample population shared how Dual Language enrichment education is personally significant to them. Of the 39 responses, five themes emerged relating to the personal significance that principals find in leading the Dual Language program. The themes are listed in order of most frequently mentioned in responses:

- The value of being bilingual
- The success of students
- The quality of the program
- The connection with the community
- The preparedness of students for future.

Most responses (40.5%) shared their personal significance was found in the ability for students to become bilingual. One respondent wrote, “Being a traditional bilingual teacher, it was evident that limited English students have been transitioned too early and therefore had suffered the consequences. I believe that a Dual Language program

validates a student's native language while gradually introducing a second language to their learning. I have seen the significant impact on these students especially at the secondary level and beyond.”

The second most-mentioned comment was student success. Thirteen comments related to the personal significance principals found in the program because of student success. One respondent stated, “I have seen first-hand the many changes that have changed the lives of students. I am pleased to say our students are learning fabulously.”

These quotes provide insight into principals who indicated the importance of personal significance when leading the Dual Language programs.

Chapter 4 contained the presentation and analysis of the data. Presented in the chapter were the results of the Principal Leadership of Dual Language program Questionnaire derived through a Fisher's Exact Test and qualitative analysis. The results of the analysis were discussed; the five hypotheses and three research questions were presented in relation to principal responses. Chapter 5 contains a summary of the study, findings, conclusions, implications, and recommendations for further study.

CHAPTER 5

SUMMARY

Chapter 5 begins with a restatement of the purposes and statement of the problem, a summary of the development of the study. The chapter continues with a brief review of the methodology followed by the findings, conclusions, and implications. The chapter closes with recommendations for further study.

Statement of the Problem

Principals play the role of gatekeeper to a new program. If a principal fails to view Dual Language programs as a second-order change, then the gate of program understanding begins to close and the program will lose effectiveness. Without strong leadership the fad cycle tendencies will dominate, including flawed understanding of the program and failed shifts in paradigm, which chip away at a program's success. Without strong principal leadership, the sustainability of Dual Language programs is uncertain (Rodriguez, 2009; Alanis & Rodriguez, 2008). This research aims to study the importance of principal leadership in Dual Language programs.

Purpose of the Study

The main purpose of this study is to determine the relationship between principals' view of change on their campus due to a Dual Language program implementation and the following variables: administration experience, Dual Language experience, and language ability (monolingual or bilingual).

1. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their administration experience.
2. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their Dual Language instructional experience.
3. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their language ability (monolingual or bilingual).
4. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of the principal's perception of the Dual Language program being alike the previous ESL or bilingual education program.
5. To determine whether principals' view of Dual Language program Implementation as a First-Order or Second-Order change is independent of their view of the success of their district's Dual Language program.

Research Questions

1. To determine if principals' perceptions of their certification coursework relating to bilingual education prepared them to lead a Dual Language campus.
2. To determine if parity exists in the number of Hispanic male and female principals heading Dual Language campuses.

3. To determine if leadership of Dual Language programs requires the leader to personally identify with the program and have a developed philosophy of Dual Language enrichment education.

Review of Methodology

The population of this study was drawn from school districts in Texas that implement Dual Language programs. Two hundred and sixteen elementary principals across seven Texas school districts in north and south Texas, from elementary and intermediate campuses, were invited to participate in the study via e-mail. Principals had a 2-week window to respond. The online questionnaire was developed by the researcher and validated by a panel of experts. A chi-square test of independence was attempted to analyze the variables in hypotheses number one through five. A non-parametric chi-square test of independence was attempted at the 0.05 level of significance for the five hypotheses. There were not enough respondents to meet the expected value to conduct a valid Chi-Square Test of Independence. For Hypotheses One thru Three a Fisher's Exact Test was run to determine independence, using 2x2 matrices. For Hypotheses Four and Five there were not a sufficient number of respondents to conduct a Fisher's Exact Test either. A descriptive analysis was conducted with all hypotheses and research questions; a qualitative analysis was also conducted on research questions three.

Findings

The following findings are the result of the data analysis. The definition of first-order and second-order change provided in the Dual Language Principal questionnaire read as follows:

- First-order change is a relatively simple and incremental type of change—one that is gradual and natural. This change is needed to manage the daily life and operation of a school. A first-order change is approached with the same set of tools as dealing with problems in the past.
- Second-order change is very deep in nature. A second-order change may conflict with principals' own norms and values. Second-order change involves a dramatic migration from previous programming and may move principals well out of their comfort zone.

Hypothesis 1

The first hypothesis stated as follows: A principal's perception of Dual Language program implementation as a first-order or second-order change is independent of their administration experience. No relationship exists between principals' views of Dual Language program implementation as a first-order or second-order change and administrative experience. The research indicated that a principal's view of Dual Language program change is independent of their administrative experience. This study shows that there is no relationship between more experienced principals as compared to less experienced principals and their view of Dual Language programs as first-order (i.e., simple, incremental change) and those that view it as a

second-order change (i.e., systemic, deep change). A descriptive analysis concluded that all of the principals of Dual Language campuses in these seven school districts across Texas had less than five years of experience; 84% of principals had 3 or less years of experience. This study shows that most principals of Dual Language programs in these seven Texas school districts are relatively new principals. This information is available in Table 2.

A descriptive analysis showed that almost 80% of principals view Dual Language program implementation as a first-order change. Researchers and experts agree throughout research that Dual Language program implementation is a challenging and deep change unlike any other ESL or bilingual programming that requires long-term commitments, repeated professional developments, routine monitoring, and reevaluations by school leadership. A program implementation of this nature, a second-order change nature, requires a new paradigm to support successful program implementation (Cuban, 1988; Covey, 1989).

If principals use a first-order change approach to deal with a second-order change process, problems will occur (Marzano et al., 2005). Rosa Molina, former Assistant Superintendent of Instruction in a large school district in California, supports this by stating that the Dual Language, “shift, however natural it might seem, requires extensive training in and understanding of, the principles of second language acquisition, even among experienced practitioners” (Cloud, Genesee, & Hamayan, 2000, p. 11). The majority of principals (almost 80%) view Dual Language program implementation as a first-order change process. A large percentage of principals in this study are approaching the second-order nature of Dual Language program change

through a first-order change lens. Marzano, Waters, and McNulty (2005) warn that, “leadership supporting an innovation must be consistent with the order of magnitude of the change represented by that innovation” (p. 66). This study reveals that most principals’ views of Dual Language change are not consistent with the type of change that is occurring on their campuses.

Hypothesis 2

The second hypothesis stated as follows: A principal’s perception of Dual Language program implementation as a first-order or second-order change is independent of their years of experience with Dual Language programs. There is no relationship between principals’ view of Dual Language change as first-order or second-order and their Dual Language program experience. Results indicate that a principal’s perception of Dual Language change is independent of their Dual Language program experience. Only 46 of the 63 respondents, 73%, answered this question. This study shows that there is no relationship between principals with more experience with Dual Language programs as compared to principals with less experience with Dual Language programs, and their view of the Dual Language program as first-order or second-order change. A descriptive analysis concluded that all of the principals of Dual Language campuses in these seven school districts across Texas had less than four years of instructional Dual Language experience; 76% of the 46 principals that responded to this question had two or less years of Dual Language instructional experience. Hypothesis One showed the limited administration experience of the principals in this study. Hypothesis Two shows that most principals of Dual Language programs in these

seven Texas school districts have limited instructional experience with Dual Language programs. This information is available in Table 3.

Hypothesis 3

The third hypothesis stated as follows: A principal's perception of Dual Language program implementation as a first-order or second-order change is independent of his or her language ability as a monolingual or bilingual. A relationship exists between principal's view of Dual Language program implementation as a first-order change or second-order change and their language ability (monolingual or bilingual). Results indicate that a principal's perception of Dual Language change is dependent upon their language ability (as monolingual or bilingual). Ten percent of bilingual principals saw Dual Language programs as a second-order change whereas 43% of monolingual principals saw Dual Language programs as a second-order change. This study shows that monolingual principals have a greater understanding that Dual Language program implementation is a second-order change; moreover, even though bilingual principals offer the language support and cultural support in a Dual Language program, most fail to view Dual Language program as a second-order change process.

Monolingual principals do not have the paradigm of bilingual education, or have a limited existing paradigm of bilingual education; therefore, the lack of a paradigm or limited paradigm does not hinder their perception of the change required by Dual Language programming. This paradigm refers to a principal's frame of reference for developing an understanding and a viewpoint (Covey, 1989). The monolingual's paradigm is non-existent or limited, formed by only limited experiences with bilingual

education. In contrast, bilingual principals have a strong reference; therefore, they have an established, stronger bilingual education paradigm due to their experience with bilingual education as either a bilingual education student or a bilingual education principal. Due to bilingual principals' stronger paradigm of bilingual education, it appears they view Dual Language programming through this same paradigm or lens. This research proposes that even though bilingual principals may have a greater knowledge of the culture of Dual Language programs and second language acquisition processes, they are in greater need of understanding the differences between Dual Language programming and previous bilingual education programming to more effectively lead the Dual Language enrichment program.

Hypothesis 4

The fourth hypothesis stated as follows: A principal's perception of Dual Language program implementation as a first-order or second-order change is independent of their perception of the Dual Language program being similar to the previous ESL or bilingual education program. There were not enough principal responses to conduct the statistical analysis. Through a descriptive analysis it was found that none of the principals that view Dual Language change as a second-order change, or a deep and systemic change, viewed the Dual Language program on their campus as similar to previous programming. Furthermore, the principals that understand the second-order change nature of Dual Language programming, also see the program as different from previous bilingual education programs; they understood the unique goals that set Dual Language programs apart from any other previous bilingual education program. This research shows that even though 79% of principals

see the program as a first-order change, they mostly agree that the program is different and not similar to previous programming. Seventy-three percent of all respondents see the program as different from previous bilingual education programming; yet only about 21% view the program as a second-order change. This study indicates a conflict within the principals participating in this research. Although most (73%) perceive the Dual Language program as different from any previous bilingual education programming on their campus, a majority (79%) fail to see the implementation as a second-order change process. The research concludes that principals struggle to understand Dual Language programs and struggle to identify the different types of change. Previous research has identified the need to match the type of change with the type of leadership, as well as fails to match the leadership to the type of change, then the program will not succeed (Marzano et al., 2005).

Hypothesis 5

The fifth hypothesis stated as follows: A principal's perception of Dual Language program implementation as a first-order or second-order change is independent of their perception of the success of their district's Dual Language program. There were not enough responses to conduct a statistical analysis of this hypothesis. Therefore, the researcher was unable to determine if a principal's perception of Dual Language change was independent of their perception of the success of their district's Dual Language program.

Research Question 1

Research question one determined if principals' perceptions of their certification coursework relating to bilingual education prepared them to lead a Dual Language campus. According to the analysis, the majority of principals (65%) perceived that their principal certification coursework relating to bilingual education did not prepare them to lead a Dual Language campus. In the Dallas/Fort Worth metroplex alone, the two largest districts have implemented Dual Language programs district-wide. These two districts encompass over 200 elementary campuses. This high number of schools in Texas signifies the importance of principal-certifying institutions to prepare principals to lead these new programs. Through this research, principal-certifying institutions can identify two areas that can assist in improving principal leadership of Dual Language programs: understanding second language acquisition processes, understanding Dual Language programs, and the ability to identify first-order changes and second-order changes as well as what leadership responsibilities match those changes.

The research also indicated that all (100%) of the principals surveyed had 4 years or less of administration experience. This study indicated that new principals were leading Dual Language programs. This reveals a need that not only should be addressed by principal certification programs but also by school districts.

Research Question 2

Research question two determined if parity exists in the number of Hispanic male and female principals heading Dual Language campuses. Research encountered three important revelations. The first revelation was that a larger percentage of females

were principals of Dual Language program campuses; 81.5% of respondents who were principals of a Dual Language campus were female. Some respondents in the study were part of districts that implemented Dual Language programs district-wide, but they themselves were not leading a Dual Language campus. These principals' viewpoints were considered important and included in the study even though there was not a large number. Of the principals that were part of Dual Language districts but were not leading a Dual Language campus, 55.6% were female. Secondly, the research encountered that most elementary school principals who were leading Dual Language campuses were Hispanic; in this survey, over 55% of the respondents were Hispanic. None of the principals that were in Dual Language districts but not at a Dual Language campus were Hispanic. Thirdly, this research question revealed that almost half of the respondents were Hispanic and female (46%). In this study it was found that the majority of principals of Dual Language programs were female; almost half were Hispanic females. Only 10% of respondents were Hispanic males.

Research Question 3

Research question three determined if leadership of Dual Language programs requires the leader to personally identify with the program and have a developed philosophy of Dual Language enrichment education. This question was two-fold; it examined both principals who find personal significance in leading Dual Language programs and the philosophy principals have of Dual Language programs. A majority of principals, 74%, felt they had a clear philosophy of Dual Language enrichment education; the two major themes coming out of the philosophies included both the

power of becoming bilingual and biliterate and preparing students for the future of a global economy.

One of the respondents in this study summarized very well the essence of the philosophies of Dual Language enrichment education shared in this study: “Ideally, bilingual and biliterate is our goal for all students. Two languages is better than one, but no real mastery of either language is horrible.” The emerging themes for the second part of this question on principals’ personal significance identified with the program were very similar to the philosophies. The two main themes that arose were the value of producing bilingual and biliterate students and the ultimate success of the students. 62% of respondents shared they have discovered personal significance in leading a Dual Language program. The top themes depicted in their comments were: the value of students becoming bilingual and the success of these students.

Conclusions

Based on the findings revealed from the analysis of the data, three main conclusions were reached. First, principals need to correctly identify school program implementations as either First-Order or Second-Order changes. This can occur more organically if top district administration, Superintendent, Central Administrations and School Board Members, identify the program adoption correctly themselves. In other words, systemic change can occur when Second-Order Changes are directed by the Superintendent, acknowledged district wide and systematically implemented with supporting Second-Order Change infrastructure.

In Dual Language program implementation, district wide support must be obvious. This is evident by district-wide acknowledgement of the program and district-wide training held in regards to Dual Language program goals and practices. Varying degrees of training should be required for all personnel. This ensures that all departments understand the depth of the program biliteracy goals, the length (five to seven years) of the program commitment, and the expanse of program implementation (K-12). When this happens, then the entire district can understand the program potential and the heightened importance of the Second-Order Change, producing a more supportive participation of all key personnel.

A Dual Language program example of this would be in relationships between the bilingual department and other school departments. It is critical that all departments work collaboratively to effectively implement program goals. Specifically, the reading department must work together with the bilingual department to assure that both Dual Language program goals and Reading department program goals can coincide. When the district sets the precedent of Dual Language program implementation, then school principals will have greater capacity to support and assure that Second-Order Change takes place and full implementation occurs.

The second conclusion drawn from this research is that Dual Language programs require the school community to develop a Dual Language Paradigm. Change is inevitable, especially in the 21st Century (Fisch, 2007). Technology has made this large world, very small and has increased the speed at which change occurs (Fisch, 2007). School leaders and educators need to be prepared to handle change and understand the differences between systemic change and daily change. A Second-Order

Change can be likened to the birth of a child. In a family unit many daily changes occur. The birth of a child drastically shifts the family core, daily functions and overall family unity. This is a Second-Order Change. The family will transition will occur more fluidly, when they have prepared for the new arrival.

Dual Language program implementation is no different; it is the birth of a new program for the district and especially for the school campus. The school community must be prepared for its arrival. Additionally, this child will continue to grow and cause continual change in the family. A Dual Language program will continue to grow and create big changes year to year until full implementation is reached. The school members must know how to adapt to these yearly changes.

Toffler (as cited in Maxwell, 2008) suggests that, “the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” The world will continue to change and our monolingual status as a country has increasing multilingual business market demands. The American school system has the responsibility to develop students prepared for this market. The program to meet the global market demands has been identified, but the challenge is in preparing school leaders, educators and the school community to move from old monolingualistic or bilingual program paradigms into a new Dual Language Paradigm. This metamorphosis, from traditional language programming into Dual Language programming, requires a mental shift for all members of the school community. Part of developing a Dual Language paradigm is dealing with attitudes of American bilingualism and multiculturalism. These deep-rooted sentiments cannot be ignored. They must be identified through specialized trainings in order to create a new mental

map to navigate through the new programming. Albert Einstein concludes these thoughts best by suggesting, “We can’t solve problems by using the same kind of thinking we used when we created them” (as cited in Fisch, 2007 video file).

The third and final conclusion drawn from this study addresses the American education systems concepts of success and achievement. School board members and superintendents see the big picture and often vote to implement programs with intentions of systemic reform. This vision struggles to trickle down through the school system. Elementary principals are evaluated and viewed as successful or unsuccessful by the achievement of their students on standardized assessments. Therefore the focus of elementary principals is on the success of their EC-4, students.

Thomas and Collier’s (1997) comparison of bilingual education programs in their national study found that in third grade only slight differences exist between student achievements in language programs. It is not until students are participants in advanced grades that the depth of differences in programming and their correlations with academic achievement are visible. They become drastically significant by middle school and high school (Thomas & Collier, 1997). The focus of any principal is on results that pertain to the achievement of their students. The fall out of this near-sighted focus in school leadership is the election of cheaper ESL programs that are easier to implement and simple to staff.

This is an epidemic that many American schools have succumbed to in this assessment day and age, a tunnel vision focus on the immediate success of students on state examinations, versus a focus on the long-term development of a child. Dual

Language undoubtedly significantly closes the academic achievement gap between English Language Learners and native-English speakers (Collier & Thomas, 2009). This translates to more ELLs graduating high school and going to college, higher test scores, more students staying in schools, and overall higher academic achievement by English Language Learners (Collier & Thomas, 2009). Yet these programs will struggle to survive if school districts do not place greater emphasis on long-term achievement and life-long learning instead of the current focus on immediate, yearly gains in the early grades.

School principals struggle with making choices that are beneficial for the whole district, versus choosing programs that benefit most immediately their specific campus results. They struggle with electing cheaper programs over investing in programs that have long-term results and over programs that might offer temporary versus permanent solutions. These decisions require sacrifice. Top administration is responsible to ensure that all school members are presented with the big picture, so that they understand the long-term goals of Second-Order Change programs. Success will not be instant, but it can be long term and sustainable. In order for systemic change to take place, school leaders need to start seeing the big picture and understanding the negative long-term effects of utilizing low-cost and short-term programming.

Implications for Practice

The following implications are the result of the findings of this study.

1. Most principals view Dual Language programs as first-order changes. Based on this perception, institutions of higher learning and all principal-certifying

institutions should address change theory and develop administrators' skill sets on how to lead change.

2. Because Dual Language programs are second-order changes, school districts and institutions of higher learning should teach educational administrators the responsibilities related to two types of change. Since Higher Education administration certification programs include some coursework on change theory already, a deeper analysis of change is required if principals are going to be key leaders of systemic reform. This analysis can begin with an understanding of the following seven leadership responsibilities, specific to second-order change, identified by Marzano, Water, and McNulty (2005). These responsibilities are included as a framework for the implications of this study and modified to build a Dual Language paradigm:

1. Knowledge of Dual Language Curriculum, Dual Language Instruction, and Assessment. Principals must have knowledge of the curriculum, instruction, and assessment of Dual Language programs. It is important to note that the leadership responsibility, "Involvement of Curriculum, Instruction and Assessment," was not listed for leaders of second-order change. Principals do not need to be directly involved in the daily implementation, as is needed for First-Order. First-Order change lists the fourth and fifth most important leadership responsibilities as knowledge and involvement in the curriculum, assessment and instruction of the Dual Language program (Marzano et al, 2005). Principals and all key administration who take part in the implementation and program maintenance need to understand these crucial

differences between leading two types of change. The most important leadership responsibility specific to Second-Order Change is the principals' knowledge of Dual Language curriculum, Dual Language instruction, and Dual Language assessment, or in other words an awareness of the best practices of Dual Language programs (Marzano et al, 2005). New principals, monolingual principals, and bilingual principals all need to develop a Dual Language paradigm through an understanding of program curriculum, instruction, and assessment. Marzano, Waters, and McNulty (2005) emphasize that this responsibility is the knowledge of best practices in the areas of Dual Language curriculum, Dual Language instruction, and Dual Language assessment.

2. Dual Language Optimizer. The principal is responsible for being the cheerleader of the Dual Language program implementation. Once principals develop a Dual Language paradigm themselves, they will have a greater intrinsic motivation to support the program. Teachers, parents, and staff will follow their leader; if the leader has made the paradigm shift, the school community will be more likely to follow. Principals are the spirit of optimizing this change. Schweitzer (as cited in Kotter & Cohen, 2002), put it best by stating, "example is not the main thing influencing others. It is the only thing" (p. 179). The principal sets the attitude of the school towards the acceptance of the program. Principals are responsible for being the captain of the implementation, moving forward, and exemplifying the positive behavior needed to allow program implementation and sustainability to occur.

This leads to the question of overall administration influences. The principals will follow the example set by the district administration. Therefore, Dual Language program implementation as a first-order or second-order change begins with the district's acknowledgement of the approach they will use to implement the Dual Language program. If the Superintendent and school board fail to view the program as a second-order change, then the bilingual department will struggle to convince principals and the school community of the extensive nature of Dual Language program implementation. Therefore, the perception of Dual Language program implementation needs to begin at the top.

School district administration requires a Dual Language paradigm, an understanding and view that dual language program is different to previous programming and must be implemented in a new way, it cannot be implemented using the same school structures and mental structures. Therefore these important catalysts must have clarity in Dual Language education goals and procedures, to effectively initiate systemic change.

3. Dual Language Intellectual Stimulation. Dual Language Programs can be difficult to understand and take time and continued training to comprehend their nature and workings. Principals are responsible for leading the continued pursuit of intellectual stimulation. They need to lead the charge to understand the Dual Language program implementation process. Principals should initiate book readings, specialized trainings, and guest speakers that address the needs of the Dual Language Program on their campus. This responsibility should be district-wide led by central administration and also

initiated campus-specific by the principal. The principal can address specific needs of their own campus through continued Dual Language professional development. Lindholm-Leary (2005) suggests some topics for these professional developments including, “Dual Language models, bilingual education theory and research and second language development, and biliteracy” (p. 22).

4. Change Agent. Principals of the Dual Language Program implementation are responsible for continuing the change movement and preventing teachers and other school members from falling back into the old way of doing things. The principals of Dual Language programs must challenge, disturb, ruffle, and empower all members of the change. This responsibility of the principal is not directed toward Dual Language teachers, but to all teachers and all members of the campus. An example of this includes challenging custodians, secretaries, or any other school community member that may challenge the implementation of the Dual Language program—whether through negative attitudes or poor practices—to move forward with the change. Heath and Heath (2010) identify change as a process, and emphasize it never *just happens*. Leaders must remember that, “to lead a process requires persistence” (Heath & Heath, 2010, p. 254).

5. Dual Language Monitoring/Evaluation. Naturally for the first and most important responsibility to be successful, the knowledge of curriculum, instruction, and assessment, the principal must monitor and evaluate the Dual Language programs implementation. The principal will provide teachers,

assistants, and school members with feedback, continually. This is not limited to the first week of implementation or the first year; the principal will continually monitor and evaluate the implementation of the Dual Language Program.

6. Flexibility. Principals will “adapt their leadership behavior to the needs of the current situation and [be] comfortable with dissent” (Marzano et al., 2005, p. 49). Principals must understand that Dual Language Programs constantly require adjustments, multiple times a day during the initial stages of implementation. These adjustments may need to be immediate. In the traditional school setting that usually is very orderly and schedule dependent, these changes can cause challenges between staff. Principals should be aware and prepared for these changes, and be flexible in response. Dual Language Program implementation will also create opposing viewpoints. The principals must be supportive of allowing healthy exchange of these opinions and ultimately guard those who choose to share their opposing perspectives (Marzano et al., 2005).

7. Ideals/Beliefs. Principals who believe in Dual Language Programs and have a clear Dual Language philosophy will be the most effective leaders of a Dual Language Program implementation, simply due to human nature. “For individuals’ behavior to change, you’ve got to influence not only their environment but their hearts and minds” (Heath et al., 2010, p. 5). In this dissertation, the importance of a Dual Language philosophy along with finding personal significance in the Dual Language program supports a successful view

of the Dual Language Program. Marzano (2005) discovered that the strength of the school leaders' beliefs are "... at the core of effective leadership" (p. 51).

Successful Dual Language programs will be led by school principals with a clear philosophy of Dual Language Education and have an emotional connection to the purposes of the Dual Language program. Principals will begin to find personal significance in their Dual Language program when they can connect emotionally with the purposes of Dual Language Education. Therefore, to develop a sound philosophy of Dual Language Education, principals must take part in leadership training, must gain experience and increase their knowledge of Dual Language Education.

3. A majority of principals in this study of Dual Language programs are female and Hispanic. Many are also bilingual. School districts must take every measure to train all principals in Dual Language program core practices. The assumption should not be made that because someone is Hispanic they speak Spanish, nor make the assumption that if someone is bilingual, that they understand Dual Language programs. This research emphatically points to the training of all principals in Dual Language programs and their participation in continual professional development in the second-order change program. To maintain systemic change in Dual Language programming, differentiated trainings can be established, including training for school principals leading Dual Language programs, for teachers transitioning from traditional bilingual education programs, and for monolingual staff with no language programming experience to better understand the second language acquisition processes of

Dual Language Programs.

The study of female leaders in education is interesting but also critically relevant to the growth of education in elementary schools and pertinent to the growth of language programs. In this study and across schools in the nation, female principals of elementary campuses are the majority. And in this study, Hispanic females were the majority of principals of Dual Language campuses. Since a majority of principals in this study were also bilingual, it is important to understand the influences these demographics may have on leading Dual Language programs, specifically gender and language ability.

Bilingual principals have established bilingual education paradigms based on their experiences as bilingual education students and as bilingual education teachers. Trainings for these principals needs to focus on highlighting the differences between traditional bilingual education programming and Dual Language programs. Training also needs to focus on the best practices of Dual Language education, including teaching, planning, and curriculum development, in order to elucidate the sweeping differences between Dual Language education and previous programming and to develop an accurate Dual Language paradigm.

Although this research did not go into a study on social role theory on sex differences, it is still important to mention. Female principals are the majority of elementary campuses. This should be considered in the approach to training leaders of Dual Language programs. Studies have mentioned that

women do have different leadership styles to men, but this is not associated with leadership effectiveness (Eagly & Johnson, 1990).

4. Most principals perceived that their principal certification coursework lacked sufficient Dual Language program training. Institutes of higher learning and all principal certifying programs can include coursework relating to bilingual education programs, specifically Dual Language programs. Coursework should include topics of multiculturalism, ESL and bilingual education programs, analysis of research on bilingual education and ESL programming, and second language acquisition processes. With the rapid population increase of second language learners, it is inevitable that most principals will work in schools with linguistically diverse populations. Principal certification programs should make every effort to successfully prepare principals to lead schools with linguistically diverse populations. This does not infer they should be linguistic experts, but they should have a strong foundation in the programming, research, and processes of bilingual education and second-language acquisition. As the popularity of the principal as instructional leader increases, principals need to identify themselves as leaders of language programs and have a solid foundation in the processes of second language acquisition, in order to support and lead the best language programs.
5. In this study a majority of the principals were found to have less than four years of experience. It is critically important for principals of Dual Language Programs, especially new principals, to be prepared for the challenges that are inherent to Second-Order Changes, specifically in Dual Language program

implementations. The principal does not try to avoid these from occurring, because they cannot; rather, the principal should be prepared to face these challenges and help the staff to navigate successfully through these challenges. These four challenges are adapted from Marzano, Waters, and McNulty's (2005) research to further assist in the development of an appropriate Dual Language paradigm:

1. Culture. The school community and culture will be ruffled with the onset of a Dual Language Program implementation. "Culture has the strongest negative relationship with second-order change" (Marzano et al., 2005, p. 73). Therefore, when the school culture is uncooperative towards the Dual Language program implementation, they lack a team spirit or communications deteriorate; a school principal can be prepared to address challenges. The school principal should be aware that "change leaders throughout organizations make change stick by nurturing a new culture" (Kotter & Cohen, 2005, p. 5).

2. Communication. A temporary deterioration in culture also means the temporary challenge of deteriorated communication. When the routines of teachers, secretaries, and all school community members alter, and new changes occur, people's attitudes drop along with their communication. A principal can simply acknowledge these challenges, understand they are temporary, and assist school community members to move forward and return to clear and effective communication methods.

3. Order. A temporary deterioration of the order of school routines will occur. Dual Language program implementation may require changes to

scheduling, announcements, classroom size, and many other school routines. The entire school will feel the effects of the Dual Language program implementation; therefore, all members of the school community should be trained in Dual Language program practices and expectations. This training will support a smoother transition and will help all members contribute to finding the new normal of the Dual Language campus. Once again, these are temporary but real and evident challenges a principal should be prepared to maneuver.

Dual Language programs may be implemented district-wide or only on one or two campuses; they have a different *shape and size* from campus to campus. At times the Dual Language program on a campus may be only one strand. Only one set of teachers within a grade-level team may be part of the Dual Language program. When only a small portion of the team in part of a new program, this adds to the challenge of implementation. The school and district need to decide to what degree the members that are not directly part of the Dual Language program will be involved in the training and growth of the program.

The non-members of the program, or those teachers that teach the general education classes, are affected by the implementation. Their class sizes and demographics may be affected. Their scheduling and planning may be affected. Therefore, these can become challenges as the new routine is being established. It is critical that principals assist the staff through these transitions. A general training for the entire school staff will help improve the understanding of the program objectives. This transition will occur yearly, as the first cohort of

Dual Language students moves up grade levels each year. Therefore, continued training for all staff should be carried out, to continue support of the program, provide feedback on the program, to share successes of the program, and to share the program road map. Challenges with order will be smoothed out in shorter time spans, when the members of the school are aware of the progress and plan for the Dual Language program.

4. Input. All members of the school community will decrease their level of input temporarily during the process of Dual Language program implementation. This temporary deterioration is common to all second-order changes and will return to normal. Marzano, Waters, and McNulty (2005) point out that school community members may view the deterioration of culture, communication, order, and input as a fault of the new program. School leaders must be aware of this important caution. Even though Dual Language program implementation creates challenges, these challenges are temporary. They are not caused by the Dual Language program, but inherent to second-order change. Principals should be aware that:

the more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement, and growing confidence as one pursues purposeful change, or copes with unwanted change. (Fullan, 2007, p. 17)

Most principals have little experience; therefore, Dual Language program training should specifically identify the challenges that will be faced in program

implementation that do not signify poor programming or poor implementation; rather, they are a sign of a second-order change.

Recommendations for Further Study

This study focused on principals of Dual Language programs in seven districts in Texas. The findings of this study should be tested with a larger population and in other states. Due to the rapid growth of both English language learners and Dual Language programs in the United States, more studies should focus on effective leadership of Dual Language programs. Continued investigation should focus on effective leadership practices, relating to second-order change and second-order change and gender. A study into how women see themselves as change agents would be beneficial. The investigation into the administration experience of Dual Language program principals should be continued. Second-order change and Dual Language programs should be analyzed further to determine the specific leadership responsibilities regarding Dual Language program implementation processes. And finally, a deeper investigation into Principal Preparation programs and their alignment with Dual Language program administrators' must be conducted.

APPENDIX A

DUAL LANGUAGE PRINCIPAL QUESTIONNAIRE

Questionnaire

Dual Language Principal Questionnaire

This section asks about your demographics and administration experience.

1. Gender: Female
 Male
2. Ethnicity:
 American Indian or Alaskan Native
 Asian or Pacific Islander
 African-American
 White/Caucasian
 Hispanic
 Other (please specify) _____
3. What is the highest level of education you have completed?
 Master's Degree
 Doctoral Degree
 Other (please specify): _____
4. What year did you receive your principal (mid-management) certification? _____
5. Do you speak a language in addition to English?
 Yes
 No
If yes, please specify: _____
6. Place of birth: _____
7. How many years have you been a principal (including the 2010-2011 school year)? _____
8. Have you been a bilingual teacher?
 Yes
 No
9. Do you have a Dual Language program on your campus?
 Yes
 No - If no, please skip to questions #15.
10. If yes, is your Dual Language program:
 One-Way (serves only English Language Learners)
 Two-Way (serves both native speakers of English and English Language Learners).

11. How many years has the Dual Language program been implemented on your campus (including the 2010-2011 school year)?

12. How many years have you been a principal of a Dual Language program (at this campus and other campuses)? _____
13. How many years have you been involved with a Dual Language program (as a teacher, assistant principal, specialist, or coordinator – not including being a principal)? _____
14. Do you feel your school district provided you with adequate training to lead a Dual Language program?
_____ Agree _____ Disagree

This section asks about your school.

15. Where is your school located?
a. City.....
b. Suburb.....
c. Rural Area.....
16. What was the approximate enrollment in your school?

17. What is the percentage of students on free or reduced lunch?

This section asks about school change.

Please use the following definitions of change to help you answer the next question.

A change effort in a school can be perceived very differently by different people (Mid-Continent Research for Education and Learning). The following definitions are adapted from the MCREL website (www.mcrel.org):

Definition of First-Order Change:

First-order change is a relatively simple and incremental type of change, one that is gradual and natural. This change is needed to manage the daily life and operation of a school. A first-order change is approached with the same set of tools as dealing with problems in the past.

Definition of Second-Order Change:

Second-order change is very deep in nature. A second-order change may conflict with principals' own norms and values. Second-order change involves a dramatic migration from previous programming and may move principals' well out of their comfort zone.

18. Do you view Dual Language program implementation as a:

- First-Order Change
- Second-Order Change

This section asks about your school district's Dual Language program.

19. Does your school district have a successful Dual Language program?

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree

20. Is the Dual Language program in your district similar to the previous bilingual education or ESL program?

- Strongly Disagree – It is an entirely new and different program.
- Disagree – It is a unique and different program.
- Undecided
- Agree – It is very similar to the previous bilingual program.
- Strongly Agree – It is the same bilingual program with a new name.

- There was no previous ESL or bilingual education program.

21. Do you feel your principal certification program prepared you with adequate coursework to lead a school with a Dual Language program?

_____ Agree _____ Disagree

22. I have now adopted a clear philosophy of Dual Language enrichment education.

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree

23. Please share your philosophy of Dual Language enrichment education:

24. In what ways has leading a Dual Language program become of personal significance to you?

25. How can a principal be best prepared to lead a Dual Language program? What are the unique responsibilities principals have in leading a Dual Language program compared to the responsibilities of leading other bilingual/ESL programs?

26. Additional Comments or Notes on Questionnaire:

APPENDIX B
VALIDATION INSTRUMENT

VALIDATION INSTRUMENT

The survey enclosed with this Validation Form will be used in a study to investigate elementary principals' view of Dual Language Program Implementation as either a first-order change or a second-order change. The study will also investigate principals' certification coursework and training in bilingual education. The validation form will determine if each item is clearly written and important. On the left side of this Validation Form, please circle the number that best indicates your rating of the clarity of each item listed. On the right side of this Validation Form, please circle the number that best indicates your rating of how important each questionnaire item is. If you give any item a 1 or 2 for either clarity or importance, please make suggestions regarding ways to improve the question so that it is more appropriate. You may make suggestions next to the item or on the additional sheet.

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| Clarity of Item 1. Not clear at all 2. Not very clear 3. Clear 4. Very clear | Part I Principals' understanding and belief of Dual Language program implementation as First-Order Change or Second-Order Change. | Importance of the Questionnaire Item 1. Not important at all 2. Not very important 3. Important 4. Very Important |
|--|---|---|
| 1 2 3 4 | <u>Definition of First-Order Change</u> - First-order change is a type of change that is gradual and natural. It is the change needed to manage the daily life and operation of a school. A first-order change is approached the same way other changes have always been approached. It is the process of approaching problems with the same set of tools as dealing with problems in the past. | 1 2 3 4 |
| 1 2 3 4 | <u>Definition of Second-Order Change</u> - Second-order change is very deep in nature and requires big shifts and comprehensive reform. It is a type of change that radically changes the way a school fundamentally approaches education. It is dramatic in nature and is very time-consuming. Second-order change involves a dramatic migration from previous programming. | 1 2 3 4 |

| | | | | | | |
|--------|---|---|---|--------|---|---|
| 1 4 | 2 | 3 | Do you view Dual Language Program implementation as a First-Order Change or Second-Order Change | 1 4 | 2 | 3 |
|--------|---|---|---|--------|---|---|

****Please continue with your responses on the next page****

| Clarity of Item | Part II – Dual Language Program | | | | Importance of the Questionnaire Item | | | |
|---|--|---|--|--------|---|---|---|--|
| 1. Not clear at all 2. Not very clear 3. Clear 4. Very clear | Principal answer choices will be: strongly disagree, disagree, undecided, agree, or strongly agree. | | | | 1. Not important at all 2. Not very important 3. Important 4. Very Important | | | |
| 1 4 | 2 | 3 | Does your school have a successful Dual Language program? | 1 4 | 2 | 3 | 4 | |
| 1 4 | 2 | 3 | Is the Dual Language program on your campus similar to the previous bilingual education or ESL program? Likert-scale will include clarifications: <ul style="list-style-type: none"> • Strongly Disagree – It is an entirely new and different program. • Disagree – It is a unique and different program. • Undecided • Agree – It is very similar to the previous bilingual program. | 1 4 | 2 | 3 | 4 | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Strongly Agree – It is the same bilingual program with a new name. • There was no previous ESL or Bilingual Program. | |
|--|---|--|

Please continue with your responses on the next page

| Clarity of Item | Part III Principal Certification Program Effectiveness Questionnaire Item | Importance of the Questionnaire Item |
|---|---|---|
| 1. Not clear at all 2. Not very clear 3. Clear 4. Very clear | Principal answer choices will be: Agree or Disagree | 1. Not important at all 2. Not very important 3. Important 4. Very Important |
| 1 2 3 4 | Did your principal certification program provide you with adequate coursework to prepare you to lead a Dual Language program? | 1 2 3 4 |

Please continue with your responses on the next page

| Clarity of Item | Part IV Open-Ended Questionnaire Items | Importance of the Questionnaire Item |
|--|---|--|
| 1. Not clear at all 2. Not very clear 3. Clear | | 1. Not important at all 2. Not very important |

| 4. Very clear | | 3. Important 4. Very Important |
|---------------|---|-----------------------------------|
| 1 2 3 4 | Do differences exist between the Dual Language program on your campus and the previous bilingual program? If yes, what are they? | 1 2 3 4 |
| 1 2 3 4 | Are there more challenges in leading Dual Language programs compared to leading other ESL and bilingual programs? If yes, what are they? | 1 2 3 4 |
| 1 2 3 4 | What are the unique responsibilities principals have in leading a Dual Language program compared to the responsibilities of leading other bilingual and ESL programs? Do you feel you have had sufficient training to handle these unique responsibilities? | 1 2 3 4 |

Please continue with your responses on the next page

| Clarity of Item | Part V |
|--|---|
| 1. Not clear at all 2. Not very clear 3. Clear | Demographic Data, Administration Certification, and Administration Experience |

| 4. Very clear | | | |
|---------------|---|---|--|
| 1 4 | 2 | 3 | Gender : Male or Female |
| 1 4 | 2 | 3 | Ethnicity: American Indian or Alaskan Native, Asian or Pacific Islander, African-American, White/Caucasian, Hispanic, Other (Please specify) |
| 1 4 | 2 | 3 | What is the highest level of degree completed? Master's Degree, Doctoral Degree, Other (please specify) |
| 1 4 | 2 | 3 | What year did you receive your principal (mid-management) certification? |
| 1 4 | 2 | 3 | Do you consider yourself: monolingual, bilingual |
| 1 4 | 2 | 3 | Where was your place of birth? |
| 1 4 | 2 | 3 | Do you speak a language in addition to English? If yes, please specific. |
| 1 4 | 2 | 3 | How many years have you been a principal? |
| 1 4 | 2 | 3 | Do you have a Dual Language program on your campus? |
| 1 | 2 | 3 | Is your Dual Language Program One-Way or Two-Way? One-Way=serves only English Language Learners or |

| | |
|---|---|
| 4 | Two-Way=serves both native speakers of English and English Language Learners. |
|---|---|

Please continue with your responses on the next page

| | | | |
|--------|---|---|---|
| 1 4 | 2 | 3 | How many years has the Dual Language program been implemented on your campus? |
|--------|---|---|---|

| | | | |
|--------|---|---|--|
| 1 4 | 2 | 3 | How many years have you been a principal of a Dual Language program (at this campus and other campuses)? |
|--------|---|---|--|

| | | | |
|--------|---|---|---|
| 1 4 | 2 | 3 | How many years have you been involved with a Dual Language program (as a teacher, assistant principal, specialist, or coordinator – not including being a principal)? |
|--------|---|---|---|

| | | | |
|--------|---|---|--|
| 1 4 | 2 | 3 | Where is your school located? City, Suburb, Rural Area |
|--------|---|---|--|

| | | | |
|--------|---|---|--|
| 1 4 | 2 | 3 | What was the approximate enrollment in your school during the 2009-2010 school year? |
|--------|---|---|--|

| | | | |
|--------|---|---|--|
| 1 4 | 2 | 3 | What is the percentage of students on free or reduced lunch? |
|--------|---|---|--|

Please continue with your responses on the next page

Additional Comments or Suggestions

APPENDIX C

CONSENT FORM

Consent Form

PRINCIPAL INVESTIGATOR NAME:

Marisa Hellowell

TITLE OF PROJECT: Dual Language Program School Leadership Analysis

INTRODUCTION: You are being asked to participate in a research study. Your participation is voluntary. Please address questions to the researcher if there is anything you do not understand.

PURPOSE:

The main purpose of this study is to determine the relationship between principals' view of change on their campuses due to Dual Language program implementation and multiple demographic variables.

DURATION:

The questionnaire will take 10-20 minutes to complete.

PROCEDURES:

A 26-item questionnaire will be available via e-mail. The questionnaire will identify if there is a relationship between principals' view of Dual Language change as first-order or second-order and multiple demographic variables. After completing the 26-item questionnaire there will be no further responsibilities asked of you.

You will receive the same questionnaire as all other participants. The data will remain anonymous and confidential.

POSSIBLE BENEFITS:

A possible benefit you may gain from completing this questionnaire is the awareness of the importance of training and professional development in successfully leading a school program.

COMPENSATION: No compensation will be provided.

POSSIBLE RISKS/DISCOMFORTS:

You may be nervous to complete a questionnaire simply because it is a new experience. You may feel apprehensive if you don't understand certain terminology or fear you are answering a question wrong. Although there is no harm in answering a question wrong or completing the survey incorrectly, minor test-taking apprehensions may occur.

ALTERNATIVE PROCEDURES/TREATMENTS:

If you would prefer to have a hard copy of the survey, you may request it. The survey will be mailed to you with a self-addressed stamped envelope in which to return the questionnaire.

WITHDRAWAL FROM THE STUDY

You may discontinue participation at any time without penalty.

Number of Participants: We expect 600 participants to enroll in this study.

CONFIDENTIALITY:

If in the unlikely event it becomes necessary for the Institutional Review Board to review your research records, then The University of Texas at Arlington will protect the confidentiality of those records to the extent permitted by law. Your research records will not be released without your consent unless required by law or a court order. The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate you with it, or with your participation in any study.

CONTACT FOR QUESTIONS:

Questions about this research or your rights as a research subject may be directed to Marisa Hellawell at (817) 706-0852. You may contact the chairperson of the UT Arlington Institutional Review Board at (817)-272-3723 in the event of a research-related injury to the subject.

CONSENT:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study.

By choosing yes below, you confirm that you have read and understand the purpose, procedures, benefits, and risks involved in the study and voluntarily agree to participate in this study.

- Yes, I confirm that I have read and understand the purpose, procedures, benefits, and risks involved in the study and voluntarily agree to participate in this study.
- No, I do not want to participate in this study.

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Marisa Hellowell currently resides in Fort Worth, Texas with her husband and two children. She has been an ESL and Spanish Dual Language Educator, ranging from Pre-K through 8th grade, for seven years. Marisa was a Dual Language Coordinator for White Settlement ISD. The last few years she has worked at the University of Texas at Arlington both as a Program Coordinator and Adjunct Instructor for the Center for Bilingual Education. She presents nationwide at many bilingual education and leadership conferences.