



LEHIGH
UNIVERSITY

Library &
Technology
Services

The Preserve: Lehigh Library Digital Collections

Language Orientations, Emergent Bilinguals, and Schools: How School Leaders Position the Educational Experience for Emergent Bilinguals.

Citation

Schmucker, Adam. *Language Orientations, Emergent Bilinguals, and Schools: How School Leaders Position the Educational Experience for Emergent Bilinguals*. 2025, <https://preserve.lehigh.edu/lehigh-scholarship/graduate-publications-theses-dissertations/theses-dissertations/language>.

Find more at <https://preserve.lehigh.edu/>

This document is brought to you for free and open access by Lehigh Preserve. It has been accepted for inclusion by an authorized administrator of Lehigh Preserve. For more information, please contact preserve@lehigh.edu.

Language Orientations, Emergent Bilinguals, and Schools:
How School Leaders Position the Educational Experience for Emergent Bilinguals.

by

Adam Schmucker

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Education

In

Educational Leadership

Lehigh University

April 2025

Copyright

© 2025 Adam G. Schmucker

Approval Page

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education.

Date

Craig Hochbein, Ph.D.
Dissertation Co-Chair
Program Director
College of Education
Lehigh University

Floyd Beachum, Ed.D.
Dissertation Co-Chair
Bennett Professor of Urban School Leadership
College of Education
Lehigh University

Accepted Date

Committee Members:

Robin Hojnoski, Ph.D.
Acting Dean for the College of Education
College of Education
Lehigh University

Kaitlin P. Anderson, Ph.D.
Knowledge Development Researcher
PROGRESS Center
American Institute for Research

Acknowledgments

This dissertation process has been a collective endeavor of colleagues, friends, and family members. All who have given influence, support, patience, encouragement, and love over the years. Therefore, I would like to take a moment to acknowledge some of the many who have helped to make the conclusion of this dissertation possible. First, my Mom and my Dad. Their love was and is indefatigable. They provided my first access to learning and growing, demonstrated the importance of educating others, and formed a foundational belief in the commitment to hard work.

My professional career began in the mountains of Colorado, and I am forever grateful to the community that entrusted me as a young teacher. These students and families continue to guide my dedication to education and schools. Additionally, I want to acknowledge all of my peers and co-workers in Eagle County. These were formative years, and they shaped me as an individual, a friend, a husband, and a father. I want to acknowledge Rocky Hill and the staff at the BUENO Center at the University of Colorado at Boulder for the incredible experience of my Master's studies in Socio-cultural foundations of Bilingual Education.

There have been many others in the academic field who have influenced me and this work, and I would like to acknowledge the countless academic scholars whose works have been a catalyst for thinking critically about education. Two I would specifically like to acknowledge are Susan Lytle and James (Torch) Lytle for their collective work related to the ongoing practice of teaching, learning, and leadership. Also, I would like to acknowledge the school leaders who participated in this study. They opened their schools and their classrooms to this research and showed a clear commitment to students. Speaking of schools, I would be remiss not to

acknowledge the staff at Trumbauersville Elementary School. They have been encouraging and supportive of this process over many years.

Regarding Lehigh University, I want to acknowledge all of my friends and colleagues, the faculty and staff of the College of Education, and Craig Hochbein, my advisor and mentor. Since day one, Craig engaged my questions and ideas. He has pushed me to consider multiple perspectives, to be mindful of unintentional biases, and to hold myself to a high standard as an educational leader. Specifically related to the final stages of this dissertation journey, it would not be possible without the connections and support from Yalitza Corcino-Davis and Jane (Jennie) Gilrain and our writing group.

Finally, I want to acknowledge the love of those in my closest family circle - Jessica, Claire, and Emmett. Claire's and Emmett's belief in me pushed me forward and reassured me in times of doubt. And Jessica's steady vision for our family always guided us well. I want to clearly acknowledge the infinite ways – as a mother, as a scholar, as a partner, as an individual – in which she inspires me to be a better version of myself.

Table of Contents

| | |
|--|------------|
| <i>Title Page</i> | <i>i</i> |
| <i>Copyright</i> | <i>ii</i> |
| <i>Approval Page</i> | <i>iii</i> |
| <i>Acknowledgments</i> | <i>iv</i> |
| <i>Table of Contents</i> | <i>vi</i> |
| <i>List of Tables</i> | <i>ix</i> |
| <i>List of Figures</i> | <i>x</i> |
| <i>Abstract</i> | <i>1</i> |
| Chapter 1 | 2 |
| Introduction | 2 |
| School Leaders | 4 |
| Heritage Language | 8 |
| Demographics of EBL Students | 9 |
| Conceptual Framework | 10 |
| Purpose of the Study | 16 |
| Research Questions | 17 |
| Methodology | 17 |
| Chapter 2 | 19 |
| Introduction | 19 |
| The Importance of Sociolinguistics and Raciolinguistics | 20 |
| Viewing EBL Students from an Asset Perspective | 24 |
| Heritage Language (HL) has a Critical Role in Familial Identity | 25 |
| Preparation of and Action from Educational Leaders is Key | 31 |

| | |
|--|-----|
| <i>Chapter 3</i> | 39 |
| Introduction | 39 |
| Research Questions | 40 |
| Methodology | 40 |
| Study Participants | 42 |
| Data Collection Methods | 47 |
| Data Analysis | 52 |
| Trustworthiness | 59 |
| Credibility | 59 |
| Transferability | 60 |
| Dependability | 61 |
| Confirmability | 61 |
| The Researcher | 63 |
| Limitations | 65 |
| Research Ethics | 66 |
| <i>Chapter 4</i> | 68 |
| Case Site 1 – Avon Creek Charter School – Elementary | 69 |
| Avon Creek - RQ1: Policies and Practices | 70 |
| Avon Creek – RQ2: Experiences and Educational Training | 76 |
| Avon Creek – RQ3: Daily Work of School Leaders | 90 |
| Avon Creek – General Meaning-making | 97 |
| Case Site 2 - Marshall Brant Elementary School | 98 |
| Marshall Brant – RQ1: Policies and Practices | 100 |
| Marshall Brandt – RQ2: Experiences and Educational Training | 105 |
| Marshall Brant – RQ3: Daily Work of School Leaders | 117 |
| Marshall Brant – General Meaning-Making | 135 |
| Case 3 – Springfield Elementary School | 136 |
| Springfield Elementary – RQ1: Policies and Practices | 137 |
| Springfield Elementary - RQ2: Experiences and Educational Trainings | 144 |
| Springfield Elementary – RQ3: Daily Work of School Leaders | 153 |

| | |
|---|------------|
| Springfield Elementary – General Meaning Making | 163 |
| Cross-Site Meaning-Making - RQ1: Policies and Practices..... | 165 |
| Cross-Site Meaning-Making - RQ2: Experiences and Educational Training..... | 168 |
| Cross-Site Meaning-Making - RQ3: Daily Work of School Leaders..... | 176 |
| <i>Chapter 5</i> | 182 |
| Brief Summary of Substantive Findings..... | 182 |
| Limitations | 184 |
| Comparison of Findings to Existing Literature..... | 189 |
| Recommendations for Practice & Policy | 192 |
| Recommendations for future research | 195 |
| Conclusion (and Reflection)..... | 197 |
| <i>List of References</i>..... | 201 |
| <i>Appendix A</i> | 224 |
| <i>Appendix B</i> | 228 |
| <i>Appendix C</i> | 233 |
| <i>Appendix D</i>..... | 236 |
| <i>Biography</i> | 239 |
| <i>Vita</i>..... | 240 |

List of Tables

| | |
|---|--------|
| Table 1. Possible Examples of Field Observations | p. 52 |
| Table 2. Separating Codes | p. 55 |
| Table 3. Avon Creek Charter School Participants | p. 71 |
| Table 4. Marshall Brant Elementary School Participants..... | p. 100 |
| Table 5. Springfield Elementary School Participants..... | p. 137 |

List of Figures

Figure 1. Orientations of the Emergent Bilingual p. 12

Abstract

Due to the formal positions of leadership in their school communities, the actions of principals and other school leaders impact the educational experience of their students. However, as a result of many school leaders' lack of formal knowledge about Emergent Bilinguals (EBLs), bilingual education, and the role of the heritage language (HL) in children's education and development, many school leaders negatively impact the support for EBLs and HLs in their schools and can inadvertently harm the long-term academic development of their students. This qualitative research study investigates how school leaders work for emergent bilingual (EBL) students in elementary schools in Pennsylvania. In this study, I used an instrumental multisite case study approach and conducted research across three elementary schools. I triangulated data from semi-structured interviews, document analysis, and field observations. The data provided insight as to how school leaders leverage foundational heuristics of language orientations and the purposes of education to position the educational experience of EBL students. This study helps researchers and practicing school leaders to understand how these seminal educational theories combine and shape the work of school leaders and the educational experience of EBL students in public elementary schools.

Chapter 1

Introduction

Principals and other school leaders often occupy a formal position of leadership in an elementary school community and are at the nexus of policies, staff actions, and student experiences (Harris, 2011; Ibarra, 1993). As a result, the school leader's actions can impact the sociolinguistics and the education of Emergent Bilinguals (EBLs) (Ball & Bowe, 1992; Hornberger, 2006; Menken & Solorza, 2015). Emergent Bilinguals, as defined by Garcia, Kleinfegen, and Falchi (2008), are children who are acquiring English – usually in a school setting – and are continuing to function in their home language. Each day, school leaders make decisions related to EBLs. However, as a result of the lack of formal knowledge about EBLs, bilingual education, and the role of the heritage language (HL) in children's education and development, many school leaders negatively impact the support for EBLs and HLs in their schools (Menken and Solorza, 2015) and inadvertently harm the long-term academic development of their students.

In this study, I use the phrase *school leaders* to refer to the multiple individuals who are demonstrating leadership practice (Ascenzi-Moreno et al., 2016; Spillane, 2005) on behalf of the EBL students in their school. Some of these school leaders will have formal leadership positions such as principal, assistant principal, or supervisor; while others leaders may have an informal leadership position such as a curriculum specialist, a teacher of English as a Second Language (ESL) – ESL is the program specialist's certification title that is used by the Pennsylvania Department of Education (PDE) (Pennsylvania Department of Education, 2023) – or another lead teacher (Spillane, 2005).

EBLs are often viewed as outside of the mainstream mold of education. Or, as Deschenes, Cuban, and Tyack (2001) put it, part of “a ‘mismatch’ between the structure of schools and the social, cultural, or economic backgrounds of the students identified as problems” (p. 525). As a result, it is imperative that school leaders work to support the EBL students in their schools and to address the social inequities created by this mismatch (Deschenes, Cuban, & Tyack, 2001). This research study proposes a deeper investigation of school leaders at the elementary level and how those leaders are positioning the educational experience of EBL students.

In the following chapter, I will introduce the study and make the case for the research into this important topic; highlighting the work of school leaders, the frameworks for language policy and planning, reviewing the raciolinguistic (Flores & Rosa, 2015) problems that inequitably fail to value the HL of EBLs and a brief overview of the goals of education (Labaree, 1997). In this paper, I use the term raciolinguistic as drawn from the work of Flores and Rosa (2015) to highlight how language, both produced and received, is not only of the individual but is a result of the collection of perceptions connected to a racialized society. Therefore, in this study, the use of the term raciolinguistic (Flores & Rosa, 2015) overtly denotes the problematic racialized foundations of many linguistic ideas. Then, I will highlight the historic systematic neglect of EBLs’ HLs in the educational system, and I will discuss the demographic data that illustrate why supporting EBLs is key to our educational system’s success. In addition, I will explain and illustrate the conceptual framework that is at the core of this study’s focus on how school leaders position the educational experience of EBLs. I will give an overview of the methodology and the limitations of this proposed study. Finally, I will end the first chapter with an overview of the organization of the study. Note that this is a confidential study, and all of the

names used in this report are pseudonyms. This includes the names of the LEAs, the individual schools for each case site, and the names of all of the study participants.

School Leaders

While principal is the general term used for the single administrator who is responsible for the operation of a school in the United States public school system (Lunenburg, 2010), the idea of a “heroic leader” as the single entity of leadership of a school community is problematic (Spillane, 2005). Rather, school leadership is efficacious when it is distributed through others in the school (Printy & Liu, 2021; Scanlan & Lopez, 2012; Spillane, 2005). Moreover, the contemporary and complex world of schools requires distributed leadership (Hargreaves & Fink, 2008). Therefore, in this study, I use the phrase *school leaders* to refer to the multiple individuals, with and without formal leadership positions, who are demonstrating leadership practice (Ascenzi-Moreno et al., 2016; Spillane, 2005) on behalf of the EBL students in their school. Some of these school leaders include the formal roles of principal, assistant principal, or supervisor, and more informal leadership roles such as a curriculum specialist, literacy coordinator, or another lead teacher (Spillane, 2005).

Unfortunately, school leaders are often unprepared to support EBL students (Beacher, Knoll, & Patti, 2013; Hornberger, 1989; Menken and Solorza, 2015). Therefore, it is important for school leaders to have a general understanding of key ideas related to language policy and planning. For school leaders to be knowledgeable of supporting EBL students, it is important for them to be familiar with Ruiz’s (1984) orientations in language planning. Ruiz’s (1984) clarifies that the term orientation in language orientations “refers to a complex of dispositions toward language and its role, and toward languages and their role in society” (p. 16). He proposes that language orientations are heuristic ideas that shape and direct an individual’s actions toward

languages (Escamilla, 2016). As Ruiz's (1984) research was located in the context of bilingual education, these orientations relate to HLs of EBLs and languages other than the dominant language of a society. These orientations are succinctly summarized by Flores (2016b) as he states:

- (1) Language as Problem, which positions language diversity as a threat to national unity,
- (2) Language as Right, which argues that language-minoritized communities have a fundamental right to speak their heritage language; and
- (3) Language as Resource, which argues that language diversity should be treated as a resource to be harnessed and developed (p. 66).

These three orientations are revisited by Flores (2016b) as he considers the importance of expanding on the orientation of language as a resource to arrive at an alternative orientation of Language as a Struggle. In his work to identify this Language as a Struggle orientation, Flores (2016b) makes connections to a Coca-Cola commercial from 1971 that attempted to highlight the company's commitment to global diversity; However, Flores (2016) critiques the idea and points out how the commercial illustrates how neoliberal ideas were showing acts of celebrating diversity but doing very little to challenge or change racial inequalities. In this paper, I use the term "neoliberal" based on the work of Davies and Bansel (2007) and the view of neoliberal ideas where the primary focus of government and society is their connection to the economy. As Flores (2016b) connects this idea to the way that Language as a Resource similarly commodifies the ideas of language diversity without working for actual change in the status of languages other than the dominant English. He refers to this as the "Coke-fication" of language diversity (Flores, 2016b). Going further, he notes that the Language as a Struggle orientation, "centers the perspectives of the language-minoritized communities who have the most to gain

from [bilingual education] programs and the most to lose should they become Coke-fied. (p. 77)”

In addition to the ideas of orientations of language planning, it is important for school leaders to be aware of the overt and covert racism that is connected to EBLs and the use of their HL in schools. Recently, there has been an increase in bilingual education programs that use a dual language approach (Unmuth, 2012) and in elementary school offerings of Spanish as a foreign language (Branaman & Rhodes, 1998). This placement of Spanish language development for non-Spanish speakers alongside other school curricula offered to all students aligns with neoliberal ideals and orientates Spanish as a resource (Flores, 2016; Ruiz, 1984). Without an equitable focus on the development and use of the Spanish HL for EBLs, the focus on Spanish as a foreign language simultaneously positions Spanish as a problem (Ruiz, 1984). The contrast between these orientations highlights how schools may be widening educational inequalities for their students by enacting raciolinguistic (Flores & Rosa, 2015) policies and practices.

As Flores and Rosa (2015) explain, these raciolinguistic ideologies, “conflate certain racialized bodies with linguistic deficiency unrelated to any objective linguistic practices” (p. 150). These raciolinguistic ideologies position EBLs as deficient in their language usage, even when they are using language in ways that are seen as typical or even creative by speakers who are White and are of the dominant language society (Flores & Rosa, 2015). Thus, as mentioned above, it is important to research how school leaders position the education of EBLs in their schools.

This study seeks to investigate how school leaders work to support EBLs who use Spanish as a HL at the elementary school level; how they operate in an area that positions Language as a Right, as a Resource, as a Problem, or as a Struggle (Flores, 2016b) and how they

operate in a way that positions the EBLs' educational experience toward hegemonic reinforcement or for social justice.

A further aspect of school leaders' support for EBLs is how the students themselves are viewed and labeled, from an asset or a deficit perspective. Many state-level and Local Education Agency (LEA)-level language education policies of the late twentieth century have highlighted the lack of English language proficiency demonstrated by the individual student (Ascenzi-Moreno, 2017; Garcia, 2021). Terms like English Learner, English Language Learner, and Limited English Proficient are just some examples of bureaucratic identifications of students' English proficiency that are typically used when referring to EBLs in schools (Garcia, 2021). These labels negatively position EBLs in educational settings as they center English as the norm of society, thus further marginalizing non-dominant languages and speakers of non-dominant languages (Ascenzi-Moreno, 2017). These classifications cause educators to overlook the richness of diverse linguistic experiences that EBLs bring to their schools and their learning (Brooks, 2016). School leaders need to work to counteract these deficit-model views of EBL students. Therefore, this qualitative research study investigates the positioning of the EBL educational experience within the orientations of Language as a Problem, Language as a Right, Language as a resource, and Language as a Struggle (Flores, 2016b).

Finally, it is important that school leaders consider why we have schools. As Labaree (1997) clarifies, there are three main educational goals of the American educational system: democratic equality (preparing citizens), social efficiency (training workers), and social mobility (preparing individuals to compete for social positions). As Labaree (1997) states: "Schools, it seems, occupy an awkward position at the intersection between what we hope society will become and what we think it really is, between political ideals and economic realities" (p. 41).

Societal tensions between a focus on public or private goods (Labaree, 1997) have changed over time and will very likely continue to change as perspectives of education adjust based on an individual's location in social structure. Therefore, it is important that school leaders understand these goals and the conflicts between the goals' competing views, as they work to support EBL students in their schools. More details of the overlap between the language orientations (Flores, 2016b; Ruiz, 1984) and the educational goals (Labaree, 1997) are explained in the coming framework section of this chapter.

Heritage Language

The systematic neglect of Heritage Language (HL) has occurred throughout formalized school environments since the times of colonization and through contemporary schooling. Educational institutions have historically been some of the worst offenders of HL loss, often forcing the EBLs to abandon indigenous languages. Hernandez-Chavez (1994) reminds us of this as he notes:

Children from different tribes were taken from their parents. Tribal religions were completely suppressed, and the children were forbidden to use their native languages under pain of physical punishment. They were taught to speak, read, and write English as well as to dress and act like white children. The curriculum had no application to the children's home environment and culture. (p. 145)

Shamefully, this disregard for EBL's HL continues today. Moreover, the purposeful promotion of Spanish as a second language for the dominant culture, along with the absence of formalized educational policies and practices that support the utilization and development of the HL of EBLs in schools, reinforces the linguistic hegemony (Suarez, 2002). Without defined pro-EBL policies and definitive action from school leaders to support the HL development, the losses

in personal identity, cultural connections, linguistic flexibility, etc., are as detrimental today as they were throughout the 19th Century American expansion into the states and territories of the American Midwest and West (Hernández-Chávez, 1994).

Demographics of EBL Students

Current estimates show there are more than five million EBL students in public schools in the United States, and the number is growing (Institute for Education Statistics, 2020; Midobuche, 1999). Of those 5 million, 3.8 million identify as having a home language of Spanish or Castilian (Institute for Education Statistics, 2020). Demographic data from the National Center for Educational Statistics (2022) in the United States shows that the percentage of public-school students who are classified as EBLs is 10.4 percent. In twelve states (Alaska, California, Colorado, Delaware, Illinois, Maryland, Massachusetts, Nevada, New Mexico, Rhode Island, Texas, and Washington) and the District of Columbia, EBL students make up more than 10 percent of the student population. Twenty-two states have between 6 percent and 10 percent of EBL students in their schools (National Center for Educational Statistics, 2022). When the data is disaggregated by grade level, the primary grades of kindergarten, first grade, and second grade have the highest percentage of EBL students with 15.0 percent, 15.2 percent, and 15.1 percent, respectively (National Center for Educational Statistics, 2022). As school leaders look to learn about, reflect upon, and continue to enhance our public schools, it is critical that they focus on the educational experience of the 5.1 million EBL students.

Yet, as Midobuche (1999) points out:

The U.S. Department of Education, National Center for Education Statistics, reported that only 20% of teachers in their study on teacher preparation reported feeling “very well” about their preparation to teach LEP (Limited English Proficient) and/or culturally

diverse students. In this light, it is imperative that the school reform initiatives move issues related to Limited English Proficient students to a more prominent spot in educational discourse, especially with reference to bilingual teacher development policy-making. (p. 3)

The importance of the elementary school years as foundational for student development, combined with the unprepared feeling of teachers to support EBL students, highlights the important need for this study's research on how to support the millions of EBL students in our nation's public schools.

Conceptual Framework

The conceptual framework for this study stands on a foundation of Ruiz's (1984) Orientations in Language Planning, Flores's (2016b) work identifying "Language as a Struggle", and Labaree's (1997) views on Educational Goals - public goods and private goods. In Chapter 2, I will cover how these ideas fit into the review of the literature related to this study and in Chapter 3, I will describe how this conceptual framework is used in the data collection and data analysis; However, here I will provide a general overview of the overlapping concepts and how I organize these concepts together.

In his seminal work, Ruiz (1984) positioned languages within a sociopolitical context where they could emerge and converge appropriately (Zuniga, 2016). Within that context, Ruiz's (1984) focus on Language as a Resource purposefully highlights the value of HL in an attempt to bridge the orientations of Language as a Problem and Language as a Right.

Societal perspectives have evolved over the more than three decades since Ruiz's original publication of the language orientations. Moreover, current ethnocentric and nationalistic political pressures (both in the United States and around the World) position the Language as a

Resource orientation negatively in the larger social context. Likewise, the idea of Language as a Struggle (Flores, 2016b) focuses on the persistent societal work needed to push against the neoliberal educational goals, the broad policies that impoverish many EBL communities, and support the hegemonic reinforcement of the dominant language and culture in education (Flores & McAuliffe, 2022). Specifically, as Flores (2016b) states:

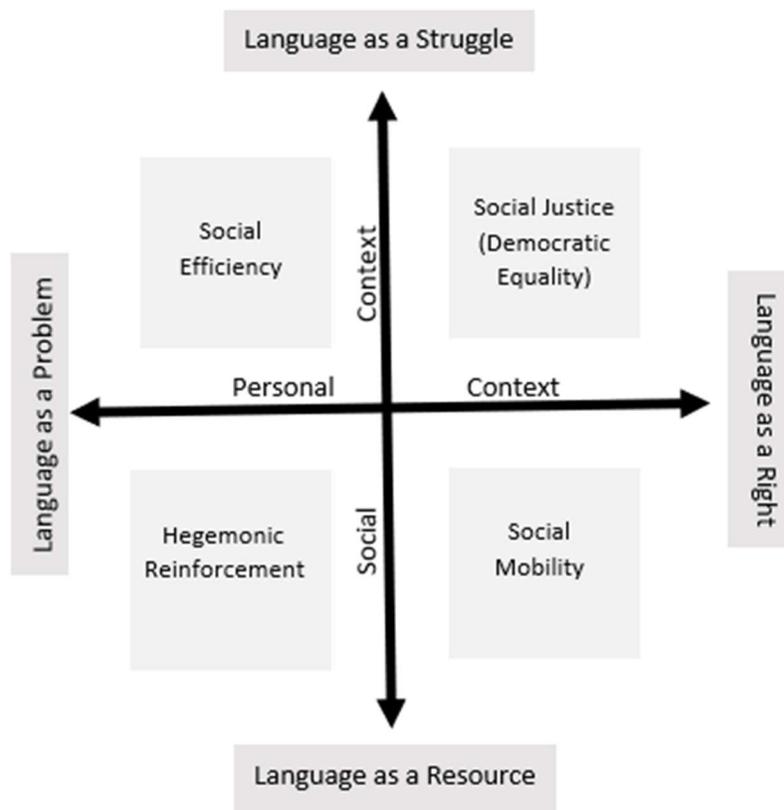
It [a Language as a Struggle orientation] would challenge the racialized discourse that positions the bilingualism of white students as more valuable than the bilingualism of language-minoritized communities. At its core would be the belief that social transformation can only develop through political struggle - not through the feel-good commodification of difference. (p. 79)

As a result of these complimentary concepts and drawing on ideas of raciolinguistics (Flores & Rosa, 2015) and translanguaging – the drawing from the whole continuum of an individual’s language repertoire languages across contexts (Vogel & Garcia, 2017), I conceptualize the Orientations of the Emergent Bilingual framework with the language orientations of Language as a Problem, Language as a Right, Language as a Resource, and Language as a Struggle perpendicularly juxtaposed on a single plane (See Figure 1.) In the illustration, the X axis spans between language as a problem and language as a right, and the Y axis spans between Language as a Resource and Language as a Struggle. The problem/right continuum illustrates bilingualism in a personal context. At one end of this context is a place where the HL of the EBL is seen as a problem, getting in the way of an EBL’s proficient acquisition of English and impeding the smooth linguistic functioning of the dominant society. At the other end is the individual right of EBLs to access and use all aspects of their HL in their daily life. At the Language as a Problem end, HL is viewed negatively because members of the

dominant culture and other speakers who are unfamiliar with Spanish are inconvenienced by accents, misuse of words, and other “errors” in the use of standard English in daily interactions. At the Language as a Right end, the use of the HL is at the discretion of the EBL; where EBLs have the right to freedom from discrimination based on language (Ruiz, 1984) and the right to use and maintenance of the language in everyday societal life (Flores, 2016b; Harrison, 2007; Ruiz, 1984).

Figure 1

Orientations of the Emergent Bilingual



The resource/struggle continuum illustrates bilingualism in a social context. At the Language as a Resource end, the HL is seen as a boon for society; However, the focus on and

use of the HL supports the dominant culture's acquisition and use of the HL. In this viewpoint, HL as a second language is valued in society and placed in school course offerings as enrichment for those who have what is seen in society as a mastery of standard English. In the language as a struggle end of the continuum, society understands and embraces a commitment to the ongoing struggle to support the full use of the HL in daily society and to push against neoliberal educational goals, broad policies that impoverish many EBL communities, promotion of problematic bilingual hegemonic Whiteness, and raciolinguistic microaggressions related to the use of the HL in society. (Flores, 2016a; Flores, 2016b; Flores & McAuliffe, 2022).

The two continua intersect and identify four quadrants. These quadrants help to visualize how the various language orientations work together. The quadrants provide a gradation of the intersecting ideas that is not possible to achieve with two dichotomies overlapped and with four separate end states.

In addition to the concepts of the language orientations, Labaree's (1997) idea of goals for American Education interconnects with these orientations and helps to clarify how various positions related to language orientations also impact the purpose of the educational experience. As Labaree explains the focus of education, he states that the work for Democratic Equality includes providing "all of [a democratic society's] young with equal care to take on the full responsibilities of citizenship in a competent manner" (p. 42). This aligns with DeMatthew's (2015) clarification of Social Justice leadership in schools, which "seeks equity (all students get what they need) across all school experiences and opportunities (p. 8)." Therefore, school leaders who intersect the orientation of language as a personal right with the idea of language as an ongoing social struggle position EBLs toward a social justice focus as they support their education.

Conversely, when a school leader's perspective of bilingualism views bilingualism as a resource for the dominant society and simultaneously as a personal problem for the EBL, the school leader and the school practice hegemonic reinforcement (Suarez, 2002). School practices that offer Spanish as a Second Language for enrichment for dominant English language speakers while simultaneously failing to take any steps to support the on-going development of the HL Spanish-speaking EBLs would be positioning the experience of EBLs within an area of Hegemonic Reinforcement (Flores, 2016a; Suarez, 2002).

Similarly, Labaree's (1997) idea of Social Efficiency is an evident blend between the negative personal context of language as a problem and positive social context of language as a struggle. As Labaree (1997) explains:

[the Social Efficiency] approach to schooling argues that our economic well-being depends on our ability to prepare the young to carry out useful economic roles with competence. The idea is that we all benefit from a healthy economy and from the contribution to such an economy made by the productivity of our fellow worker. ...society as a whole must see to it that we invest educationally in the productivity of the entire workforce. Social efficiency, then, is the perspective of the taxpayer and the employer, from which education is seen as a public good designed to prepare workers to fill structurally necessary market roles. (p. 42)

Oriented here, the educational experience of the EBL identifies the ongoing struggle that is needed for society to continue to overcome racialized economic inequalities such as income and housing (Flores, 2016b; Flores & McAuliffe, 2022). If school leaders can work toward the principles that Flores (2016b) identifies for the Language as a Struggle orientation, then they can work toward a greater overall public good of education and the economic productivity of society.

However, schools can also view the personal experience of the EBL with bilingualism as a problem, as a deficit that diminishes the EBL's overall economic productivity. These deficit ideas are rooted in English-only policies and transitional bilingual programs that look to exit EBL students from language supports as quickly as possible. Therefore, the Social Efficiency idea intersects with the language orientations to positively view the bilingualism of the EBL as a general societal strength that needs continual struggle toward equity for EBLs and an entire social workforce, while simultaneously positioning the EBL toward a personal deficit of Language as a Problem for the individual.

As Labaree (1997) clarifies his idea of Social Mobility, he explains that the social mobility approach to schooling argues:

...that education is a commodity, the only purpose of which is to provide individual students with a competitive advantage in the struggle for desirable social positions. The aim is to get more of this valuable commodity than one's competitors, which puts a premium on a form of education that is highly stratified and unequally distributed. This, then, is the perspective of the individual educational consumer, from which education is seen as a private good designed to prepare individuals for successful social competition for the more desirable market roles (p. 42).

Therefore, in this conceptual framework, Social Mobility is in the quadrant between Language as a Right and Language as a Resource. Here, the bilingualism of the EBL is located positively in the personal context as the language as a right orientation highlights the positive personal freewill of the EBL to navigate their full repertoire of bilingualism and biculturalism as they so choose. However, the commodity view of education and the social competition view positions the EBL negatively in the social continuum as schools likely view the HL of the EBL

as a resource for the dominant culture and dominant linguistic social class, not something positively supported by their overall school society. Moreover, school leaders can position EBLs here when they enact policies that attempt to leverage bilingualism via language as a resource, highlighting Spanish as a second language for native English speakers but not supporting Spanish similarly as a HL resource. Thus, schools perpetuate the social dominance of the non-EBL cultures and languages (Flores, 2016a; Flores, 2016b; Flores & McAuliffe, 2022; Suarez, 2002).

Purpose of the Study

This study investigates how the school leaders' actions and beliefs position the educational experience of EBLs within the orientations of Language as a Problem, Language as a Right, Language as a Resource, and Language as a Struggle (Ruiz, 1984; Flores, 2016b). Are educational leaders and their schools guiding their students toward an educational goal of social justice (DeMatthews, 2015; Labaree, 1997) or a goal entangled in hegemonic reinforcement (Flores, 2016a; Flores & McAuliffe, 2022; Suarez, 2002)? Or toward an educational experience rooted in social mobility or social efficiency (Labaree, 1997)?

This study adds to the literature related to bilingual education and educational leadership as it provides research that can inform school leaders about policies and practices related to the education of EBLs in their schools. The study provides needed research that school leaders can use to assist them to support the overall positioning of the educational experience of EBLs for social justice, and that institutions of higher education and principal preparation programs can use to prepare school leaders to support EBLs.

Research Questions

This study seeks to understand how elementary school leaders position the school experience for Spanish-speaking EBLs among language orientations. More specifically, *How do school leaders in three public elementary schools in three LEAs in Pennsylvania orient their work as it relates to their students who are Spanish-speaking emergent bilinguals?*

I have divided the research question into these sub-questions:

RQ1: What policies and practices do these school leaders use while they work with Spanish-speaking EBL students?

RQ2: What experiences and educational training do these school leaders have related to Spanish-speaking EBL students?

RQ3: How does the daily work of school leaders orient the school experience of Spanish-speaking EBL students?

Methodology

This multisite case study focused on school leaders in the bounded systems (Merriam, 1998) of three different elementary schools and LEAs in Pennsylvania as they worked with the EBL students in their school. Of the three sites that participated in the study, one was the elementary campus of a charter school, and the two others were public elementary schools. I have listed more specific information about each site in Chapter 3 and in Chapter 4. The sites were located in three LEAs in Pennsylvania in three different settings – large urban, small city/large town, suburban/rural. As I designed the study, each site consisted of at least four interviewees per school – the school administrator, curriculum lead responsible for educational programming for EBLs, one school-identified “teacher leader” of a core content area (Reading, Mathematics, Science, or Social Studies), and one school-identified “teacher leader” on an extra-

curricular area such as music, physical education, art, etc. In addition, during the data collection, I also discovered other individuals at some of the sites that I wanted to interview, whom I had not previously considered. Thus, I opened the pool of semi-structured interview participants to snowball sampling (Litchman, 2013). The use of snowball sampling was important since I used an inclusive definition of school leaders (Ascenzi-Moreno et al., 2016), and it supported my work toward an appropriate point of thematic saturation (Lincoln & Guba, 1985). To increase the credibility of the study, I used triangulation strategies and ensured a variety of data, not only from semi-structured interviews, but also from document analysis and from observational field notes. In addition, I used member-checking with the semi-structured interview and reflective memos to assist me as I attended to my positionality and bias.

Chapter 2

Introduction

In the previous chapter, I described the research questions and defined key ideas related to EBLs and the conceptual framework for this study (Flores, 2016b; Labaree, 1997; Ruiz, 1984). In this chapter, I review a body of literature and outline how this literature informs my understanding of school leadership, EBLs, and guides my case study research. I began this literature review with a search in Google Scholar for *emergent bilinguals*, *language orientations*, *school leadership*, and *social justice*. From there, I expanded the review via the snowballing method (Wohlin, 2014) and the identification of authors who were frequently cited related to these topics.

When reviewing the literature, I deduced four key themes: the importance of sociolinguistics and raciolinguistics; viewing EBLs from an asset perspective; understanding how HL has a foundational role in familial identity and education of children; and how the preparation of and action from educational leaders is key in supporting EBL students. For the first theme, it is important to understand how the literature highlights the tight interlacing of language and culture and how the socially and racially based hegemony of English can have a negative impact on the educational experience of EBLs. Therefore, it is important that school leaders working for EBLs are aware of key literature that explains sociolinguistic and raciolinguistic ideas. In the second theme, this literature review highlights how educational policy and practice continue to focus largely on identifying EBLs based on their “lack” of the dominant language rather than recognizing and valuing all of the linguistic assets of the HL. Pushing against deficit-perspective, the review of literature shows that a focus on the label of Emergent Bilingual (EBL) is not just about semantics, but is a critical change that highlights the

importance of school leaders' deep understanding of how they need to proactively work to support EBLs in their schools. Thirdly, the literature shows how valuing EBLs' HL and leveraging it positively to support the EBLs' school experience requires connecting families and schools. These positive connections between school and families are important in supporting the positive status of the HL. Finally, in the fourth theme, the literature shows that there is a need for further development of school leaders as they work with EBLs. There is currently a lack of pro-bilingual education policies and training in principal preparation programs. As a result, current and future school leaders are lacking in understanding of foundational ideas of language orientation planning and EBL-specific leadership.

The Importance of Sociolinguistics and Raciolinguistics

School leaders work in school environments that are hierarchical, complex (Stone-Johnson & Weiner, 2022), and full of human communication. Moreover, human communication, like other social behaviors, is also multifaceted (Fishman, 1982). As a result, the many interconnected aspects of society affect the experiences of EBLs in schools as they navigate languages and language usage. The ideologies of language are continually connected to issues of society and power (Blackledge, 2000), creating hegemony related to EBLs (Suarez, 2002; Flores, 2016a). In Henry A. Giroux's 1984 text entitled *Ideology, Culture, and the Process of Schooling*, he explained hegemony as, "A form of ideological control in which dominant beliefs, values, and social practices are produced and distributed throughout a whole range of institutions such as schools, the family, mass media, and trade unions (p. 94)." Hegemony is complex. Power structures are often implicit, and as a result, the hegemonic power is often obtained by consent of the minority group rather than mere domination by the majority group (Suarez, 2002). Unfortunately, schools can contribute to the hegemonic forces that

perpetuate struggles for EBL students. In school settings, these power structures include how the language of the dominant culture is the sole language for instruction, assessment, and participation in the school community. EBLs and their families often consent to these power structures as the linguistic hegemony ensures that the common view is that the dominant language is essential in the pathway toward a prosperous future. The result of successful linguistic hegemony is, as Suarez (2000) explains, “language shift from the minority language to the majority language and, ultimately, language loss” (p. 514).

However, proposed solutions to support EBLs are often focused on linguistics and do not address the overarching sociolinguistic and raciolinguistic factors (Flores & Garcia, 2020). This is where schools need school leaders who are knowledgeable about EBLs and who are prepared to lead for social justice (Ascenzi-Moreno, 2017; DeMatthews, 2016; DeMatthews & Izquierdo, 2016; DeMatthews & Izquierdo, 2017; Mavrogordato & White, 2020; Menken & Solorza, 2014; Menken & Ascenzi-Moreno, 2016, Scanlan & Lopez, 2012) and who can leverage language education as a part of larger social transformation (Flores & Garcia, 2020; Flores & McAuliffe, 2022).

During the last fifty years, there has been a body of research related to EBLs that is associated with language policies and practices that has addressed languages as competing, dichotomous forces (Collier and Thomas, 1999; Cummins, 1971; MacSwan, 2000). They have spoken of multilingualism as separated into first language (L₁) and second language (L₂) (Collier and Thomas, 1999); Semilingualism (MacSwan, 2000) or Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPS) (Cummins, 1971; Cummins, 1979; Cummings 2008).

Many of the keywords and phrases associated with this dichotomous thinking stem from Lambert's (1974) distinction between the conflicting stances of additive and subtractive bilingualism. Baker and Prys Jones (1998) define these terms as "Additive Bilingualism: A situation where a second language is learnt by an individual or group without detracting from the maintenance and development of the first language" (p. 698). And "Subtractive Bilingualism: A situation in which a second language is learnt at the expense of the first language, and gradually replaces the first language" (p. 706). Flores and Garcia (2020) elaborate on additive and subtractive bilingualism as they clarify that additive bilingualism occurs where the HL is the dominant societal language, and subtractive bilingualism occurs in situations where the HL is a language other than English. Thus, in subtractive situations, the languages – and the EBLs – are stigmatized by the larger dominant society. Again, this underscores the importance of school leaders' work against these dichotomous framings of languages and deficit perspectives of EBLs in schools.

Even seminal research articles that highlight the values of bilingualism have been based on the ideas of separate languages and assimilation. In Filmore's (1991) study, she leveraged hundreds of educational professionals connected to bilingual education to conduct family interviews related to EBLs in preschool programs in the U.S. that used English as the language of instruction. The goal in this study was to gain an understanding of how these programs and the use of English as the language of instruction impacted the children's language patterns (Filmore, 1991). While the findings have a largely pro-bilingual education outcome – highlighting the value of HL development in children, and the problems of HL language loss, especially in young children – Fillmore's study highlights the separation of languages as L₁ and L₂ and places them on separate timelines for language development (Filmore, 1991).

Garcia (2009) argued that such dichotomous language ideologies continue to perpetuate monoglossic language ideologies that position monolingualism as the norm. These monoglossic language ideologies center national monolingualism in a dominant language as the standard that everyone in the nation should aspire to (Flores & Rosa, 2015). Further problematic is how these language constraints position bilingualism as what Heller (1999) called double-monolingualism. In a world of double-monolingualism, the two languages are so separated by status that the bilingual speaker seemingly lives two lives, each one of varying status and individual identity based on the language being used.

Other research related to sociolinguistics pushes against these static language constructs and dichotomous approaches to bilingual education (Garcia, 2009; Flores & Rosa, 2015; Menken and Solorza, 2015; Ascenzi-Moreno, 2017). This body of research is seen as beginning with the ideas of Fishmanian Sociolinguistics (Garcia, Peltz, & Schiffman, 2006). The overarching theme of Fishmanian Sociolinguistics refers to the historical body of work of Joshua Fishman that includes ideas of language and behavior, multilingualism, language maintenance, language spread, language ethnicity, nationalism and power, language policy and planning, bilingual education, and minority language group education (Garcia, Peltz, & Schiffman, 2006). The key idea of Fishman Sociolinguistics is captured in Garcia, Peltz, and Schiffman (2006) as they quote Fishman saying, “Education is a socializing institution and must never be examined without concentrating on the social processes that it serves and the social pressures to which it responds” (p. 43).

Moreover, a growing body of literature illustrates how dichotomous views of language are implicitly and explicitly tied to race and racialized perspectives (Cabre, 2019; Flores & Rosa, 2015; Kasstan, Auer, & Salmons, 2018; and Kelly, 2018). These ideas refer to raciolinguistic

ideologies (Flores & Rosa, 2015). As defined by Flores and Rosa (2015), raciolinguistic ideologies “conflate certain racialized bodies with linguistic deficiency unrelated to any objective linguistic practice” (p. 150). These raciolinguistic policies and practices perpetuate a history of racism, promote the dominant language, and suppress the languages of minority populations (Cabre, 2019; Kelly, 2015) across the United States and internationally (Corona & Block, 2020) as well.

Viewing EBL Students from an Asset Perspective

Schools are places where the stages of language acquisition, societal norms, structured periods, and a plethora of incidents of authentic language usage all converge. Moreover, the complexity of this interconnection highlights the weight of the school-based language policies and the need for school leaders to view EBLs from an asset perspective (DeMatthews & Izquierdo, 2017; Menken & Solorza, 2015). Unfortunately, in the United States, the terminology used to refer to EBLs reinforces deficit views of these students and orients them as a uniformly needy population (Ascenzi-Moreno, 2017). However, while that deficit view of bi/multilingual students continues in many policy and research areas (Martinez, 2018); terms have shifted over the last half-decade to asset views that position students as continual language learners, combat the monoglossic view of students, and push back on ideas of fixed linguistic identity (Ascenzi-Moreno, 2017; Garcia, 2009). From Limited English-Speaking Ability (LESA) to Limited English Proficient (LEP) to English Language Learners (ELL) to English Learner (EL), most policies have used and continue to use deficit-based labels that highlight English proficiency as the goal (Garcia, 2009; Martinez, 2018; Garcia, 2021). In addition, these English-focused terms normalize monolingualism and illustrate the children they describe as “at-risk”, monolithic, and

costly to educate (Martinez, 2018) and omit the conversation of equity (Garcia, 2009) in supporting the children of this historically marginalized community.

Since 2009, Garcia and her research have led a change to use of the term “Emergent Bilinguals” (EBLs). According to Garcia (2009), this change centers bilingualism and has important positive implications for: “(a) the children themselves; (b) teachers and teaching; (c) educational policy makers; (d) parents and communities; (e) the field of language education and TESOL [Teaching of English as a Second Language]; and (f) societies at large” (p. 322). While formal national-level and state-level policies continue to use English-centric terms, there is a push for state and local level advocacy to change this (Garcia, 2021), and EBL is a more common term used in contemporary academic research (Ascenzi-Moreno, 2021; Hinton, 2016; Martinez, 2018). Thus, the focus on the label of *Emergent Bilingual* is less about semantics and more about the importance of school leaders in understanding the role of sociolinguistics and raciolinguistics in supporting their students.

Heritage Language (HL) has a Critical Role in Familial Identity

The nexus of language and society can also be found at the micro level of the nuclear family. In a connected modern society, where people often relocate, the role of HLs in a home can be negatively impacted. According to Kasstan et al. (2018), family relocation can create situations where non-native languages are dominant and the role of native, mother tongues shifts into a minority or heritage role. This shift in the status of the languages is derived from the sociolinguistic concept that Fishman (1967) called diglossia, where language varieties are situated as “high” (formal and with prestige) and “low” (informal and without prestige). “High” status languages are usually connected to valued aspects of the dominant culture, education, and ideas of innovation. “Low” status languages are derived from the manpower for production and

are more connected to the homelife of the workers (Fishman, 1967). When considering many contemporary elementary schools in Pennsylvania, we can see how schools position the dominant English language, used for instruction and assessment, as the high-status language, and the HL of Spanish becomes the low-status language. School-age children and their families can sense the negative value of their HL (Lambert, 1977). As a result, the mainstream language can develop causing limited use of the HL and decreased communication between children and their parents (Wong Fillmore, 1991; De Houwer, 2015, Mori & Calder, 2017.) To fully support EBLs and their families, school leaders need to be aware of the critical role that HL plays in familial identity and the EBLs' foundational education. HL acquisition and the connections between family and culture are challenging. For example, in one study, Mori and Calder (2017) researched quantifiable factors in parental support of eighty-two high school students' Japanese heritage language (JHL) and the students' proficiency with English and Japanese vocabulary. These students attended one of eight different *hoshuukoos*, Japanese language schools, in the eastern part of the United States.

Via exploratory factor analysis, Mori and Calder compared JHL growth in students by using a 120-item multiple-choice test for Japanese vocabulary against baseline data from 23,800 Japanese students (Mori & Calder, 2017). They identified five components considered effective for supporting JHL development: Japanese pop culture, reading for pleasure in Japanese, use of Japanese at home, reading to a child, and family conversations. The review of the results showed that "family conversations," "reading to children," and "reading for pleasure in Japanese" - all areas that demonstrate high value and use of HL at home - supported JHL development.

Mori and Calder's (2017) research study affirms the complicated ways in which cultural and societal factors affect HL acquisition. This is clarified in Mori and Calder's (2017) research as they state, "the roles of the environmental factors cannot be overestimated since children's achievement is a byproduct of familial, educational, and sociocultural contexts in which bilingual development takes place" (p. 756). These findings are further confirmed in an empirical research review conducted by Kasstan et al. (2018) that reinforces the idea that the more the family values and uses the HL, the more likely the children are to maintain and use the HL. Similarly, a seminal study by Fillmore (1991) collected over 600 interviews of parents from various ethnic backgrounds and found that HLs were lost by EBLs often in societies where ethnic and linguistic diversity were not especially valued. Moreover, that HL loss caused rifts to develop in families and caused a loss of intimacy as families were not able to share beliefs and understandings (Fillmore, 1991). In addition, an empirical study by Scanlan and Lopez (2012) notes that school-based monolingual approaches that fail to use the HL as a foundational platform have considerable disadvantages for EBLs.

There are limitations of Mori and Calder's (2017) study and some unaddressed questions. The study draws on a specific population who currently attend specialized Japanese language schools. The students' attendance in the hoshuukoos demonstrates the family's commitment to the JHL and raises some questions about the external validity of the results. In addition, the study puts all of its academic credence on two single vocabulary measures - one English and one Japanese.

Another study that focused on HL and culture is Kaveh's (2018) study on Iranian immigrant families and the maintenance of Persian. This study described the language HL practices and beliefs related to the maintenance of Persian in Iranian immigrant children in

different parts of the Northeast United States. This qualitative study illustrates how some families are openly working to combat that HL loss. However, this study focused on a narrow pool of families in a relatively small geographic region. While this study's specific sample may not yield high external validity, overall, Kavaeh (2018) provides an important view into how family, heritage language, and other sociocultural factors play into the acquisition of heritage languages.

There is an indivisible interplay of individual languages in the minds of EBLs. HL plays a vital role in a child's educational journey and is a foundation on which the student builds their learning. In addition, the interplay yields a positive effect on the cognitive abilities of the EBL child (Krashen, 1982; Goetz, 2003; Hakuta, 1989; Hornberger, 1989; Swain & Lapkin, 2000). The combination of multiple languages yields cognitive advantages in bilingual children when compared to monolingual children (Goetz, 2003).

To illustrate how individual languages support each other in the brain of an EBL, Cummins and Swain (1986) explain bilingualism/multilingualism via the Common Underlying Proficiency (CUP) model. In this idea, Cummins and Swain (1986) purport that the language proficiencies of the two (or more) languages that EBLs speak are connected and interdependent across those languages. For an illustration of this concept of bilingual education, he uses an image of an iceberg with two peaks floating in the ocean. The portion of the iceberg that is above the surface of the water may make one think there are two icebergs; however, they are connected below the water line. Cummins and Swain (1986) explain this image as, "bilingual proficiency is represented by means of a 'dual iceberg' in which common cross-lingual proficiencies underlie the obviously different surface manifestations of each language" (p. 82). This CUP idea reinforces how the HL can serve as foundational across the language abilities of

the individual's abilities in multiple languages. While this idea has been foundational and supportive of bilingual education, it is not without critique. One common critique of this CUP model is that it implies the separation of the observable languages and can further the idea of diglossia (Fishman, 1967) and differing social values of the languages.

Other ideas of bilingualism focus on the connections between languages and illustrate language not as separate peaks connected out of sight, but as completely connected on a sliding continuum. In one key theoretical lens of bilingualism, Vogel and Garcia (2017) offer a sliding continuum between languages of translinguaging. Vogel and Garcia (2017) explain the idea of translinguaging as the theory where, instead of an EBL having autonomous systems, EBLs (and all language users), "select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts" (p. 1).

Translinguaging is a relatively young term in bilingual education and can sometimes be confused with codeswitching (Goodman & Tastanbek, 2021). In a review of literature related to codeswitching and translinguaging, Goodman and Tastanbek (2021) recognize similarities between the two ideas in that both codeswitching and translinguaging highlight the alternating between languages as well as mixing or fusing aspects of languages by individuals. However, they articulate that the key differences include the switch from codeswitching's monoglossic separation of languages to translinguaging's heteroglossia and holistic view of languages (Goodman & Tastanbek, 2021). Codeswitching is often seen as involving two separate languages and an individual's ability to jump from one to the other. Often, codeswitching occurs not just between two languages, but also switches between the two different sociocultural roles of each language separate language. In addition, the switches can be horizontal in direction – between two dialects - or vertical – between two languages of higher and lower prestige

(Goodman & Tastanbek, 2021). While codeswitching is often utilized in social contexts, translanguaging is more closely connected to school settings, specifically, with Welsh-English in Wales (Williams 1994). In the educational setting, translanguaging slides among languages as students process various avenues of teaching and learning. Rather than jumping between languages, the translanguaging converges thoughts and supports learners as they leverage their complete language repertoire to make sense of ideas and concepts (Goodman & Tastanbek, 2021). In these ways, the translanguaging is a more holistic and unifying use of one's full language repertoire; it supports an EBL's deeper making of meaning of specific content and broader understanding of self as a multilingual (Goodman & Tanstanbek, 2021).

The Continua of Biliteracy (Hornberger, 1989) also shows the complexity of language and how important it is to talk about bilingualism not as an endpoint, such as monolingual and bilingual, but as theoretical spots on a continuum (Hornberger, 1989). Focusing primarily on the process of language acquisition, Hornberger (1989) describes how the parts of languages and the usage of languages are not defined as static or finite points on a linear progression of acquisition, but rather as spots on a continuum that is interconnected to all other spots along the continuum. While Hornberger's continua of biliteracy focuses on literacy acquisition, the framework reinforces the complexity of language acquisition and underscores how a continuum, rather than a dichotomy, is a key aspect of the language development process for EBLs. This interrelatedness and connections across languages promote positive transfer of ideas as the learner acquires language and employs it across contexts. This indivisible interplay in languages yields a positive effect on the cognitive abilities of the EBL child (Krashen, 1982; Goetz, 2003; Hakuta, 1989; Hornberger, 1989; Swain & Lapkin, 2000). Therefore, it is imperative that school leaders understand this and work to leverage the EBLs' HL development for the overall positive

educational development of the EBLs in schools (Menken & Solorza, 2014; Scanlan & López, 2012).

Preparation of and Action from Educational Leaders is Key

It is important for EBLs to have a school leader who is knowledgeable about bilingual education (Ascenzi-Moreno, Hesson, & Menken, 2016; De La Cruz Albizu, 2020; DeMatthews & Izquierdo, 2016; DeMatthews & Izquierdo, 2017; Kriss et al, 2021; Menken & Solorza, 2014; Menken & Solorza, 2015; Scanlan & Lopez, 2012). In a systematic literature review of evidence of critical factors of success for EBL students, Kriss et al, (2021) found that leadership had a critical role in making the educational program successful. However, the role of school leaders in the implementation of language education policies in schools is under-researched (Ascenzi-Moreno et al., 2016; DeMatthews & Izquierdo, 2017).

One key aspect that the literature shows for the success of school leaders' support for EBL students is the school leader's knowledge about bilingual education (Baecher, Knoll, & Patti, 2013; De La Cruz Albizu, 2020; DeMatthews & Izquierdo, 2017; Kriss et al, 2021; Menken & Solorza, 2015). This knowledge could be a result of academic degrees that the leader obtained (Buttaro, 2014) or through a habitual practice of maintaining ample knowledge of current research related to bilingual education and EBLs (Alanis & Rodriguez, 2008). In a review of 79 empirical articles published between 2000 and 2010, Scanlan and Lopez (2012) found that leadership preparation programs are lacking in a focus on EBLs and are leaving school leaders underprepared to support EBLs.

Many key studies involving school leaders' support of EBLs have come from New York City. In one qualitative study by Menken and Solorza (2015), the researchers interviewed school leaders in New York City Schools who dismantled bilingual education programs and replaced

them with English as a Second Language (ESL) classes that did not support HL development. Their study spanned 17 schools and included 27 participants with a mix of principals, assistant principals, supervisors, and teachers. The administrators operated from a place of either no information or misinformation related to bilingual education and enacted policies that dismantled bilingual education and interrupted the sociolinguistic factors that were affecting the HL learning of the students and families in those school communities. The findings of Menken and Solorza (2015) concluded that school leaders who dismantled bilingual education programs and transitioned their schools to English-only policies had no formal preparation in the education of EBLs and bilingual education and were guided by a misconception related to bilingual education and students. This formative study illustrates how school leaders' lack of understanding related to EBLs can have a detrimental impact on the school experience of the EBL students in these schools. Their study (Menken and Solorza, 2015) did not have information related to the certification programs of the school leaders. The addition of this information could help to illustrate the range of principal preparation programs that the school leaders attended and could add further data about how and where school leaders do or do not acquire knowledge and experience related to HL and EBLs.

In another New York City-based study, Ascenzi-Moreno et al. (2016) researched school leaders who were participating in the City University of New York New York State Initiative on Emergent Bilinguals (CUNY NYSIEB). This study of the multi-year CUNY NYSIEB project focused on the knowledge base of school leaders as they look to make pro-EBL policy and program shifts in their schools. The study analyzed the data from three schools (one an elementary, a middle, and a high school) of the 27 schools in the cohort. The three schools were all defined as excelling based on the CUNY NYSIB project and made significant positive

changes to their support for EBL students during their participation in the CUNY NYSIB program. Some key ideas came forward in their findings as important ways that school leaders work to support EBLs. These include: the use of a distributed leadership model, the adoption of clear language policies that highlight the importance of HL, and the overarching idea that school leaders must have a deepened understanding of bilingualism and EBLs (Ascenzi-Moreno et al., 2016).

In another study of school leaders in New York City, De La Cruz Albizu (2020) conducted an interpretive case study of 11 elementary school principals and their role as policy makers. Via interviews and document analysis, De La Cruz Albizu (2020) found three language ideologies of school principals: Language as a Problem (LAP), Resource Instrumental Mobility (RIM), and Resource Integrative Democratic (RID). In general, he recognized the presence of the LAP ideology as it was present in the data, but he dismissed the LAP ideology as it was the least common ideology and as it indicated a negative view of EBLs that was closely related to Ruiz's (1984) orientation of language as a problem. The RIM and RID ideologies were the most prevalent in the study, with seven and six principals, respectively, identifying these ideologies (De La Cruz Albizu, 2020). Both RIM and RID integrated the language as a resource orientation of Ruiz's (1984) orientations of language planning and Labaree's (1997) goals of education. The RIM idea focused on the idea of language as a resource and viewed the purpose of school as a personal good related to the individual student's social mobility (Labaree, 1997). In the RID ideology, the HL is viewed as a resource and viewed school as a public good that has the purpose of democratic equality (Labaree, 1997). Whether the ideology that came through via the school leaders was LAP, RIM, or RID, the important idea of this study was that principals as school leaders were the street-level bureaucrats who were de facto policy makers in their school

communities (Lipsky, 1969). These findings highlight the importance of principal preparation programs to ensure that future school leaders are knowledgeable about bilingual education, language policy, and ways to positively support EBL students.

There is a gap in the literature related to specific studies focusing on the intersection of school-based leadership, language orientations, EBL students, and HLs in areas beyond New York City. Some studies focus on district-level leadership (Morita-Mullaney, 2019), the role of the superintendent (DeMatthews, Izquierdo & Knight, 2017), and the principal's role in managing district-level policies of open enrollment (Kotok, Night, Jabbar, Rivera, & Rincones, 2019) or school boundary reorganization (Dorner & Lee, 2020). More research into principals and school-based leadership is important as the number of speakers of languages other than English in public schools in the United States continues to rise (Institute for Education Statistics, 2020; Midobuche, 1999). Conversely, few principals receive preparation and training related to HLs and language acquisition (Beacher, Knoll, & Patti, 2013; Hornberger, 1989; Menken and Solorza, 2015). An important step in changing this principal preparation deficit is through legislation of policies at the local, state, and federal levels (Menken, 2013). As Kaveh (2018) concludes in her qualitative study of Persian language beliefs and family language practices, the need exists for legislation of educational policies that accurately highlight the benefits of HL and bilingualism in schools. Unfortunately, current legislation at the Federal, State, and local levels is either focused on bilingualism that supports the dominant culture and class (Piller, 2001; Flores, 2016a; Flores & McAuliffe, 2022) or overt anti-bilingual education policies. (Kaveh, 2018). In the seminal writing, *Orientations in Language Planning*, Ruiz (1984) explains the importance of policies and the need to propose and advocate for new pro-bilingual educational policies in the educational community.

In addition to *Orientations in Language Planning* (Ruiz, 1984), the contemporary writing by Flores (2016b), which brings *Language as a Struggle* into conversation with language orientations, is two important underpinning ideas for school leaders to know and to use as they guide their support for EBL students. Both Ruiz (1984) and Flores (2016b) write for the general bilingual/multilingual education community as an audience, these two works and the heuristic ideas within them are of specific interest to school leaders and arguably some of the most important concepts for school leaders to understand as they support EBL students in their schools.

Ruiz (1984) begins his explanation of the orientations with a description of *Language as a Problem*. He points out that the basis for this orientation lies with views of a HL other than English being a detriment to the members of the HL group; getting in the way of the economic achievement, their educational achievement, and their social status. In addition, Ruiz (1984) notes the argument of others to view language diversity as leading to a breakdown in national unity and society as a whole. He goes on to articulate the view that some value linguistic diversity only as long as that diversity exists under the presence of the linguistic hegemony of English (Ruiz, 1984). Under this *Language as a Problem* idea, HL and linguistic diversity is viewed as something to transition away from as it is viewed (falsely) as a cause of social problems, a threat to the status of the dominant language, and a threat to assimilation and national unity (Flores, 2016b; Harrison, 2007; Hult & Hornberger, 2016). The positioning language as a problem and as a threat to national unity was especially present in post-World War I xenophobia and lasting through the time of the United States Civil Rights movement (Crawford, 2000; Flores, 2016b).

Contrary to the Language as a Problem orientation is the orientation of Language as a Right. This orientation views that language-minoritized communities have a right to use their HL (Flores, 2016b). In addition, this orientation also highlights a right to freedom from discrimination based on language (Bale, 2016; Hult & Hornberger, 2016; Macias, 1979; Ruiz, 1984). However, Ruiz (1984) also considered that the Language as a Right orientation could be very difficult to navigate, as it does not clarify whose rights are to be supported. As Ruiz (1984) states:

This atmosphere creates a situation in which different groups and authorities invoke their rights against each other: children vs. schools; parents vs. school boards; majority vs. minority groups; some minority groups vs. others; state rights vs. federal authority; and so on (p. 24).

Ruiz's (1984) solution was the proposal of a new orientation: Language as a Resource. With the Language as a Resource orientation, Ruiz (1984) called for HL to be leveraged as a resource to support the goals of all Americans. While Ruiz (1984) did make the case for maintaining HL for EBLs, the Language as a Resource orientation largely focused on ways in which languages other than English could be used to support the dominant English-speaking culture and pro-American military and economic policies. Since the publishing of this seminal paper, others have noted similar critiques of the Language as a Resource orientation being used to support the continued educational, linguistic, economic, and political hegemony of the White, English-speaking dominant class (Bale, 2016; Flores, 2016a; Flores, 2016b; Flores & McAuliffe, 2022; Harrison, 2007; Hult & Hornberger, 2016; Suarez, 2002).

School leaders need to understand the orientations in language planning to apply these ideas to schools, school communities, and society. One ethnographic study, conducted in

Australia, used semi-structured interviews to research how language policy was overtly and covertly present in social work. While this study was not directly related to schools, it illustrates how the language orientations apply by professional leaders to the benefit of society as a whole. The study found that a negative view of linguistic diversity is problematically present in social work (Harrison, 2007). Therefore, social workers need to employ critical reflection related to language orientations when practicing social work. Harrison (2007) clarified that in doing this, social workers need to be able to move between the different language orientations as they relate to their social work practice. This idea of moving between orientations was originally noted by Ruiz (1984) as he pointed out the benefits of a variety of orientations in language planning and called for the articulation of Language as a Resource.

Following Ruiz's (1984) idea of identifying the need for and proposing a new language orientation in 1984, current research and thinking illustrates the need for an adjusted and more encompassing set of orientations to language planning; one highlights the social justice impact of orientations of language planning (Bale, 2016; Flores, 2016a; Flores, 2016b; Flores & McAuliffe, 2022). Ruiz himself noted this need in 2010 as he said, "Critical discussions and arguments of the sort outlined here help us to conceptualize more clearly what we all want to promote – more socially just policies and practices for members of minority communities" (p. 157). Furthermore, Bale (2016) illustrates a direct connection from language orientations to schools in his article about bilingual education in Canada. He argues that the language orientations – specifically the Language as a Right orientation - need to be leveraged, "as a legitimate political tool for language policy scholarship and activism" (p. 231).

As was previously mentioned in Chapter 1, Flores (2016b) progresses this adjustment of the language orientations as he outlines specific ideas for an orientation of Language as a Struggle; he notes:

Therefore, while the language as a resource framework was devised to empower language-minoritized populations, it has become institutionalized in ways that adopt a very limited view of bilingualism that does little to challenge linguistic hierarchies that are the product of larger racial inequalities. (p. 76-77).

These concepts of orientations for language planning are foundational ideas for school leaders to understand as they work to support EBL students in their school communities. Therefore, current and future school leaders need to be familiar with these ideas from Ruiz (1984) and Flores (2016b) with how these ideas are adjusting and evolving to more adequately focus on ideas of social justice (Bale, 2016; Flores, 2016a; Flores 2016b; Flores & McAuliffe, 2022; Harrison, 2007; Ruiz, 2010).

In this chapter, I have summarized a review of key literature related to how school leaders can orient the educational experience for EBLs in elementary schools in Pennsylvania. This review highlighted four overarching areas: (a) The importance of sociolinguistics and raciolinguistics; (b) Viewing EBLs from an asset perspective; (c) Heritage language (HL) has a foundational role in familial identity and education of the children; and (d) Preparation of and action from educational leaders is key. In the next chapter, I discuss the proposed methods for a specific multi-site case study research project that can add to the research in these areas of school leaders, EBLs, bilingual education, and social justice.

Chapter 3

Introduction

Education speaks to a process of continual sense-making, world-reading (Dewey, 1986; Freire, 1985) and ongoing inquiry (Cochran-Smith & Lytle, 2009) which supports individuals' progress through their personal lives and their societal interactions. School leaders have a significant impact on these educational pathways and the access the students have to post-school experiences (Callahan & Shifrer, 2016; Flores & Drake, 2014; Kanno & Kangas, 2014). Therefore, it is critical that there is scholarly research related to school leaders and how they shape the educational experience for EBL students. It is also important that research focuses on the elementary level as it is the most numerous level of schools (Stone-Johnson and Weiner, 2022). Research suggests that language and identity are inseparable (Mori & Calder, 2017; Oh & Fuligni, 2009; Takeguchi, 2009). Therefore, research into the school leader's orientation toward the EBL students is foundational for helping to understand how elementary schools orient the long-term growth and development of their EBL students (Fishman, 1967; Modiano, 1968; Skutnabb-Kangas, 2009; Wong-Fillmore, 1991).

As I stated in chapter two, research into principal preparation and EBLs shows that school leaders have been underprepared to meet the evolving needs of our country's EBL students (Scanlan & Lopez, 2012). There are more than five million EBL students in public schools in the United States (Institute for Education Statistics, 2020; Midobuche, 1999); 3.87 million of whom have Spanish as their HL (Institute for Education Statistics, 2020). Of these 3.87 million EBL students, most, at the time of these studies, were in the primary grades (National Center for Educational Statistics, 2022). Hence, there is a need for research into school leaders at the elementary level and how they work with these millions of students.

As school leaders look to bring the broad-reaching professional and academic standards (Pennsylvania Department of Education, 2017; NPBEA, 2018; Young, et al, 2017) to life in their schools, we must understand how school leaders' policies, experiences, and actions shape what it means to be an EBL in elementary schools in the United States. Therefore, I proposed this qualitative research study with a multi-site case study approach (Creswell, 1998; Litchman, 2013; McMillian, 2000).

Research Questions

A general goal of this research study was to engage in the conversation with the current literature related to EBL students and elementary schools. Therefore, with this study, I hoped to gain insight into how school leaders worked with EBL students in the public-school setting (McMillian, 2000). With an in-depth investigation of three bounded systems (McMillian, 2000) in Pennsylvania elementary schools, I researched the question: *How do school leaders in three public elementary schools in three Local Educational Agencies in Pennsylvania orient their work as it relates to their students who are Spanish-speaking emergent bilinguals?*

I divided the research question into these sub-questions: RQ1: What policies and practices do these school leaders use while they work with Spanish-speaking EBL students?; RQ2: What experiences and educational trainings do these school leaders have related to Spanish-speaking EBLs?; and RQ3: How does the daily work of school leaders orient the school experience of Spanish-speaking EBLs?

Methodology

This study followed Creswell's (1998) definition of qualitative research as an inquiry process to explore a human problem. I recognized that the qualitative research approach for this project is an attempt to conduct a research study in a natural setting that worked to understand

the full complexity of the problem being investigated (Creswell, 1998). Building on that definition, I used a case study tradition of inquiry (Creswell, 1998). I chose to use a case study approach as the main research questions led me to an in-depth investigation of bounded systems (Creswell, 1998; Merriam, 1998; McMillian, 2000) and to gain lessons learned (Lincoln and Guba, 1985) through school leaders and school settings related to EBLs. In addition, I framed this as an instrumental (Stake, 1994) case study across multiple sites. An instrumental case study, as defined by Stake (1994), yields “insight into an issue or refinement of a theory” (p. 237). The case supports our deeper understanding of something else. To arrive at that deeper understanding this instrumental (Stake, 1994) multi-site case study (Creswell, 1998; Merriam, 1998; McMillian, 2000; Litchman, 2013) sought to utilize deep analysis, across three elementary schools, to understand how the school leaders reified the ideas of language orientations (Flores, 2016; Ruiz, 1984) and the goals of education (Labaree, 1997) to as they worked with EBL students in their schools.

I explored the elementary school setting of these school leaders, over time, with deep data collection from multiple sources (Creswell, 1998). I chose to investigate the bounded systems (Creswell, 1998; McMillian, 2000) of three different public elementary schools in various LEAs in Pennsylvania, providing a multisite (Creswell, 1998; Merriam, 1998) study design. The use of the multisite design allowed me to collect rich data for a deeper understanding of this case. I used triangulation (Stake, 1994) of multiple data sources (Creswell, 1998), including document analysis, semi-structured interviews, and field notes from on-site observations.

As previously mentioned in chapter 1, it is critically important that researchers gain insight into the typical (Litchman, 2013) experience of how school leaders leverage foundational heuristics of language orientations (Ruiz, 1984; Flores, 2016b) and the goals of education

(Labaree, 1997). Thus, this instrumental (Stake, 1994) case study helped researchers to understand how these educational theories combine and come to life as school leaders work to support EBLs in our public elementary schools. I used this study to generate depth of description and understanding (McMillan, 2000) and lessons learned (Lincoln and Guba, 1985) from this topic.

Study Participants

This multisite case study focused on school leaders in the bounded systems (Merriam, 1998) of three different elementary schools and LEAs in Pennsylvania who work with EBL students. In line with the ideas of distributed leadership (Spillane, 2006) and following in the work of Ascenzi-Moreno et al. (2016), I purposefully used the term “school leader” to encompass official school leaders (with formal supervisory or management positions) as well as unofficial school leaders (teachers or staff who take on a leadership role within the school). In addition, I focused this study on how schools are working with EBLs that went beyond specific pull-out language support classes, or, as PDE would determine, ELD supported by non-ESL licensed teachers in their general classes (Commonwealth of Pennsylvania, 2023). The teacher participants included a broad selection of teachers and school staff beyond official ESL-licensed teachers (Commonwealth of Pennsylvania, 2023.) Each site consisted of at least four interviewees per school – a school administrator, a curriculum leads responsible for educational programming for EBLs, one teacher of a core content area (Reading, Mathematics, Science, or Social Studies), and one teacher on an extra-curricular area such as music, physical education, art, etc. As a result of some of the information that I learned in the initial interviews at each site, I discovered other individuals that I wanted to interview who were not previously considered, thus, I opened the research to snowball sampling (Litchman, 2013). Snowball sampling

(Litchman, 2013) is defined as a way a researcher can select study participants where one participant directly or indirectly recommends another participant, adding to the study participants like the building up of a snowball. The use of snowball sampling was especially important since I used an inclusive definition of school leaders (Ascenzi-Moreno et. al, 2016) and used the snowball sampling and continued identifying interviewees until I reached an appropriate point of thematic saturation (Lincoln & Guba, 1985).

To identify and select three research sites that represented typical (Litchman, 2003) samples of elementary schools, I used a mix of purposeful and convenience sampling. As the conceptual framework for this study recognized the complex experiences that were typically created for EBL students within the language orientations and the goals of school, I looked for typical schools, not problematic schools. I looked for schools that at least looked like they were supporting EBLs and were demonstrating success with Hispanic, EBL students as they were meeting or exceeding the Elementary and Secondary Schools Act (ESSA) Goal Annual Progress Growth ELA/Literature (English Learner) based on the PA Future Ready Index (Pennsylvania Department of Education, 2022). In addition, I looked for three research sites that had varying percentages of their total student enrollment who identified as Hispanic, since the EBL students who interested me for this study were students who had a HL of Spanish. Lastly, I looked for three research sites located in varying settings: rural, suburban, and urban. This design of varying attributes across the three research sites allowed the study to analyze the experiences of school leaders both within single cases and across cases (Merriam, 1998; Borman et. al, 2006) by providing a broader view of the experience of EBLs in Pennsylvania elementary schools.

When I started the process of identifying possible research sites, I began with publicly available data files from the PA Future Ready Index website (Pennsylvania Department of

Education, 2022). The PA Future Ready Index is Pennsylvania’s publicly available school progress report that meets the federal requirements of transparency and school accountability in the United States’ overarching federal educational law, Every Student Succeeds Act (ESSA), of 2015 (Pennsylvania Department of Education, 2019). I recognized that there were some flaws in using the performance data from the required state assessment and that these flaws opened the design to critiques. Some of these critiques included, but were not limited to: the required assessment, the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLS®) by World-class Instructional Design and Assessment (WIDA), is a high-stakes assessment; the test focuses on ideas of assimilation; the test privileges English over students’ HLs; and the focus of the assessment and ESSA, as a whole, is educational accountability as opposed to addressing problems of educational inequality (Fox and Fairbairn, 2011; Battenfeld and Crawford, 2015; Hutchinson and Hadjioannou, 2017; Bettney and Nordmeyer, 2021). However, in recognizing all of this, I decided to use this measure as this data set provided an objective, state-sanctioned process where I could identify positive trends in student performance data in Pennsylvania schools. Then, I worked to gain a deeper understanding of the school leaders and how they are orienting their specific work for EBLs in their schools.

For the first step of identifying possible research sites, I downloaded the Future Ready Performance Data for SY 2018-2019 (Pennsylvania Department of Education, 2025). I selected the file for the 2018-2019 school year as it was the last year of uninterrupted testing before the pause in state assessments during the spring of the 2019-2020 and the school closures related to the COVID-19 Pandemic (Education Week, 2020). I sorted this data file to identify the schools that had an identification that met or exceeded the statewide target (“bluedown”, “blue”, or

“blueup”) in the area for the Every Student Succeeds Act (ESSA) Goal Annual Progress Growth ELA/Literature (English Learner) (Pennsylvania Department of Education, 2022). As is explained on the Pennsylvania Department of Education (2022) website, the blue color indication “reflect[s] the percentage of students who met their interim growth target or attainment...of the Statewide interim goal or the individual school improvement target.” In addition to the color indicator, “up” aspect notes an increase in performance over the previously assessed year (Pennsylvania Department of Education, 2022).

Then, I downloaded the file for School Fast Facts SY 2019-2020 (Pennsylvania Department of Education, 2025) to access the most recent demographic data for schools in Pennsylvania at the time when I was starting this site selection process. I filtered out all of the demographic data other than the percentage of students who identified as Hispanic. I used this demographic data as a guide, and I did not assume that Hispanic and EBL were completely synonymous. I used the overlapping data points of the school’s Every Student Succeeds Act (ESSA) Goal Annual Progress Growth ELA/Literature (English Learner) with the percentage of students in the school who identified as Hispanic in an attempt to narrow the search for potential research sites with purposeful research samples of schools that potentially had a robust Spanish-speaking, EBL population. As I combined the two data sets, I created a list of the percentage of Hispanic students for the schools demonstrating strong academic performance for growth in ELA for the school’s English Learners. Since part of the design of this study was to collect data from three schools with a varying percentage of students who are EBLs, I organized the list of potential sites by the percentage of the total population that identified as Hispanic. I organized the list of potential sites into three sections: less than 25% of the total school population; from 26% to 75% of the total population; and greater than 76% of the total population.

From there, I eliminated any schools that were identified as high schools or middle schools by their name. This process yielded 53 schools. For these 53 potential sites, I reviewed the specific School Fast Fact tab on the individual school's Future Ready Index website. I eliminated four potential sites due to their location in the western part of the state, which was not feasible for me to travel to for this study. In addition, since this study is focused on EBL students who had Spanish as their HL, I eliminated 12 schools that had a large population other than Hispanic that could have contributed to the school's designated English Learner population. I eliminated two schools that only had grades five through eight and one school that was only grades six through eight, as those three schools would not match the elementary focus of the study. I also eliminated one school from the list of potential sites because it only had grades five and six; thus, it would have a limited sample of grades, and it would not yield broad enough data across the elementary level. I also eliminated five schools from the list of potential research sites as their LEA did not allow researchers from outside the LEA. At the end of this process, there were 28 potential sites.

As I finalized the case study site selections during the IRB approval process, I reviewed my site selection steps and came to the belief that I originally drew the parameters of my selection too tightly. I contacted over twenty schools and found it challenging to get access to schools for this study. In time, I confirmed two sites, Avon Creek Charter School and Springfield Elementary School. However, I struggled to secure a third site. Through professional conversations, I had contact with an elementary school principal whom I knew to be committed to EBL students. He was interested in my research study and offered to help if he could. I reviewed my site selection data set and realized that for my initial investigation into possible site selections, I pulled the ESSA growth data for English Language Learners from the

2018-2019 data, as I wanted to use pre-COVID scores. In that data set, the school where he is principal had an insufficient sample size of ELL students who qualified to take the state-level test; However, the school did have many EBL students and a robust ELD program. Also, the school had a growing population of Hispanic EBL students, and the more current 2022-2023 data (Pennsylvania Department of Education, 2025) showed a sufficient size and showed positive progress. In the end, this site fit the original proposed research study parameters I created to help narrow down the selection of sites. Using purposeful convenience sampling, I maintained the two research sites that I had previously secured and I added this school, Marshall Brant Elementary School, as the third site as I considered it a positive site to have access to since it had a growing number of Hispanic EBL students, was one of the most financially resourced LEAs in Pennsylvania, and had a principal with a reputation for intentional work on behalf of EBL students and families.

Data Collection Methods

When explaining data collection in case studies, Merriam (1998) quotes Patton (1990) to state:

Multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective...By using a combination of observations, interviews, and document analysis, the field worker is able to use different data sources to validate and cross-check findings. (p. 137)

Therefore, I designed this research study with a triangulation (Lincoln and Guba, 1985; Merriam, 1998; Yin, 2003; Litchman, 2013) of document analysis, semi-structured interviews, and field notes from direct observations. I began the data collection for this research with a document analysis. The document analysis helped in addressing research question number one. Following

Carver's (2006) idea of nested policies, the document analysis encompassed policies from the LEA, school, and classroom levels and how they related to Spanish-speaking EBL students.

At the onset of my study, I asked the LEAs of the three participating sites to share their documents that specifically referred to Heritage Language, Emergent Bilinguals, English as a Second Language, English Learners, bilingual education, and Spanish as a foreign language at the elementary level. This included policies related to the identification of EBL students, state-required English Language Development (ELD) instructional programs, translation services for meetings and school communications, etc. I also viewed the LEA and school websites for publicly available information related to their specific policies. In addition, when I conducted the semi-structured interviews at each case site, I also asked each interviewee if they had any documents that they felt were relevant to this study's research focus. I added these documents to the cache of documents previously collected and used them in the document analysis step of the research.

For the second step in the data collection process, I followed in the work of Harrison (2007), Ascenzi-Moreno et al. (2015), and Zúñiga (2016) and used semi-structured interviews to gain a deeper understanding of each site's school leadership structure and about the interviewees' multilingualism, knowledge of bilingual education, and awareness of language orientations and goals for school. These interviews ran in the range of 45-60 minutes in length and collected data across all of the research questions. I conducted the interviews live and recorded them using Otter.ai. I also recorded the interview as a voice memo on my password-protected iPhone to ensure I had a backup copy. I then used Otter.ai to transcribe the interviews. I conducted some interviews in person and some via the web-meeting tool, Zoom. I used Zoom only when scheduling conflicts created the need to meet virtually.

The interview protocol used to guide the semi-structured interviews (See Appendix A) was influenced by the work of Ascenzi-Moreno et al. (2015). I designed the protocol with a mix of questions to gain insight into the individual's professional role, their experiences with multilingualism, and their prior knowledge of language orientations and bilingual education, as well as how they viewed EBLs in society. Because I used this interview protocol to collect data related to school leaders and schools within the Commonwealth of Pennsylvania and because I wanted to remain as objective as possible in the interview process I used the PDE-sanctioned terminology of English Language Development (ELD) when I was referring to the specific instructional program (Commonwealth of Pennsylvania, 2025a), English Learner (EL) when I referred to students who PDE describes as "students whose dominant language is not English." (Commonwealth of Pennsylvania, 2023a), and ESL when referring to the teacher licensed by PDE (Commonwealth of Pennsylvania, 2023b), to teach EBLs. Additionally, I structured the interview protocol to use open-ended questions and made sure there was adequate opportunity to ask probing questions; as Merriam (1998) explains it, "to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74).

For the research fieldwork (Merriam, 1998), I spent multiple hours on site visits and observations across the three sites. Each site received two different site visits that occurred multiple days apart. Having multiple days between observations at one site supported that the two visits represented independent samples separated by some time and space. I oriented my relationship with the research site through the ideas of participant observer (Merriam, 1998; Stake, 1993). In this relationship, everyone in the group knew my activities as a research observer, and my work as a participant in the school was secondary to my data collection (Merriam, 1998; Stake, 1993). I interacted closely enough with the members of the research site

to gain an insider view of the school setting, but without participating as a member of the group (Merriam, 1998).

I designed the study so that each case site would have a total of at least 255 minutes of observations that occurred over the two different visits to each site. The total observation time included a minimum of 135 minutes (three 45-minute blocks) of observations of core academic classes, including Reading/English Language Arts, Mathematics, Science, or Social Studies, and at least 120 minutes (four 30-minute blocks) of non-core academic-focused parts of the school experience. When I finished the data collection process, I met all of the minimum times that I designed in the study and exceeded the minimum amount of time at two case sites. In the end, the time spent collecting observational field notes at the various case sites included 285 minutes at case site #1, 315 minutes at case site #2, and 255 minutes at case site #3. I had differences in the total times for observational field notes at the different sites due to the slightly different length of class periods, or when school leaders wanted me to see a certain aspect of their school. To build trust with the specific school leaders and with the overall school community, I obliged (Johnson, 1975; Lincoln and Guba, 1985). Across the three case sites, the non-core academic parts of the day included Art class, lunch, library, Spanish class, a school-run market-style food distribution, a STEM-focused class, ESL class, a flexible ‘What I Need (WIN) class, and observations of interactions in the school office area.

To aid in more accurate data collection of each case and of systematic observations across cases, I utilized a Field Work Observation Protocol (See Appendix B). In my review of literature and studies related to qualitative research, school leaders, and EBL students, I found no specific observation protocol that matched the needs of this research study. Therefore, I created this Informal Observation Protocol based on the multidimensional analysis of classroom

interaction (MACI) (Honigman, 1974) and the teacher behavior/student behavior protocol from Armfield (2007). In addition, my field work observational notes were guided by the (Pre)dispositions of Four Orientations of Language Planning (See Appendix C.)

While this observation protocol was not a detailed protocol to create a score, it did guide my collection of data via observations and field notes, and I used the (Pre)dispositions of Four Orientations of Language Planning to help me identify incidents of interest and captured them as field notes. I collected field notes from observations at my discretion as incidents of interest occurred. I used the structures of Armfield's (2007) Observation Protocol for this study to help me look objectively at each case site and to look for patterns in the following categories: Teacher Behavior, Teacher Talk, Student Behavior, Student Talk, Technology Used, and a drawing and physical description of the learning environment (Armfield, 2007). Across all categories, I paid specific attention to overt and covert behaviors and language related to language orientations and the goals of education (Labaree, 1997). In thinking about saturation as a data collection technique, I used the observation protocol as a guide to ensure that I looked for patterns across the educational environment. I used my experience as a school administrator/teacher evaluator and my discretion as a researcher to collect pertinent comments during the field observations and organized these comments as they fit with the language orientations and the language orientations (Flores, 2016b; Ruiz, 1984) and the goals of education (Labaree, 1997). It was important for me to remain open to a wide breadth of observation options and I could not foresee all examples of teacher talk that could have been noted during the observation fieldwork; Nevertheless, below is a table of possible examples teacher talk that I created before the research study and that I used to guide my data collection.

Table 1

Possible Examples of Field Observations

| Language Orientation | Teacher Examples |
|------------------------|--|
| Language as a Problem | “You won’t be able to use Spanish in the real world.” |
| Language as a Right | “Why don’t you sit with me, and I will read the questions to you in Spanish.” |
| Language as a Resource | “I wish I knew Spanish, like you do.” |
| Language as a Struggle | That is fine. Spanish is ok, too. Say it however is most comfortable for you.’ |
| Goals of Education | Teacher Examples |
| Social Efficiency | “You won’t be able to use Spanish in the real world.” |
| Social Efficiency | “I wish we could have all of our non-Hispanic students learn Spanish, too.” |
| Social Mobility | “See, she is lucky because she speaks Spanish.” |
| Social Mobility | “I wish I knew Spanish, like you do.” |
| Democratic Equality | That is fine. Spanish is ok, too. Say it however is most comfortable for you.’ |
| Democratic Equality | “Why don’t you sit with me, and I will read the questions to you in Spanish.” |

Data Analysis

As I looked to make sense of the data, I engaged in ongoing data analysis throughout the data collection. This ongoing data analysis helped me to steep myself in the data from the start of my research. It also helped me to ensure that I was working with fresh data as I tried to make sense of what was happening and identify patterns in my research. I re-read the raw data, and I maintained memos throughout the data collection process. In these memos, I recorded questions that I had, patterns that I saw, and future data decisions that I needed to make at times. Patterns I saw informed my other data collections.

To analyze the data for this multi-site case study, I used a hybrid approach to coding (Kangas, 2023). For the initial inductive coding, I identified key happenings, patterns, and

categories in the research. This process identified potential inductive codes. Then, I used deductive coding to see if the categories matched common theories related to EBLs in schools. My deductive codes were informed by the work of Ruiz (1984) related to Orientations of Language Planning, by Hult and Hornberger's (2016) continued work on language orientations, by Flores (2016b) and his idea of Language as a Struggle, and by Labaree's (1997) idea of goals for American Education. In their 2016 work, Hult and Hornberger, presented an inventory of (pre)dispositions and questions related to language orientations that as they said, "can aid in the deductive analysis of policy texts, curricular documents, media sources, and participant statements, among other kinds of discourse data" (p. 43). Moreover, building on the work of Sipe and Ghiso (2004), Hult and Hornberger (2016) clarified that:

The inventory and questions [related to the language orientations] are by no means comprehensive, but rather were meant as starting points for supporting analysis that could be further fleshed out in relation to specific policy situations by applying inductive analysis in conjunction with deductive analysis. (p. 43)

Following in this idea, I created a document, (Pre)dispositions of Four Orientations of Language Planning (See Appendix C). This document used Hult and Hornberger's (2016) work as a guide for Ruiz's (1984) language orientations and drew on similar dispositions for Language as a Struggle (Flores, 2016b). I used this document as a guide for my data analysis.

In this way, the heuristic use of Ruiz's language planning orientations continued to bring to light situated understandings of "what is thinkable about language in society" in diverse multilingual policy contexts around the world (p. 43). To that end, the deductive codes informed by the (Pre)dispositions of the Four Orientations of Language Planning illustrated how school leaders positioned EBL students about the conceptual framework of this study. The final

deductive codes of the data analysis illustrated how the school leaders oriented the school experience of the EBLs. To be aware of the use of my predispositions, I used reflexivity memos to help me be aware of how I, as the researcher, was shaping the data collection and data analysis process and potentially impacting the codes and coding process.

I began to collect data from publicly available sources on the internet for each research case. I collected the data for the document analysis portion of the study in an ongoing manner throughout the study, from after the IRB approval through the time at which the researcher determined that I had arrived at an appropriate level of thematic data saturation (Lincoln & Guba, 1985). I collected the data from the semi-structured interviews and the observational field notes in an overlapping manner during the spring of 2024 and the early summer; specifically, from March to July.

The first round of coding was inductive, and I was open to ideas that I saw in the data. Initially, I had a list of 40 codes. I reviewed the codes in the second round of coding, and I condensed the list to 24 codes, including 17 inductive codes and seven deductive codes. I then considered how the codes connected with each research question and organized them accordingly. This step in the process was challenging, especially due to a lack of clear delineation in schools between what is a policy (RQ1) and what is the daily work of the school leader (RQ3). During this process, I reviewed the codes and reworked their definitions to better clarify the purpose of each code and how it best aligned with the various research questions. For example, the code of “HL in Schools” was separated into two different codes: 1) HL - Policy and 2) HL - Use in School. You can see the difference in Table 2 below:

Table 2

Separating Codes

| Codes | Definition | Example |
|-------------------|---|---|
| HL- Use in School | To identify the use of HL in the educational experience. This code differs from HL-Policy as it relates to using HL outside of specific formal HL instruction or translation for official school communications. Could include translanguaging among staff and/or students, digital assisted translations, or casual conversations of daily interactions between students and/or staff. | We do a combination of things like translanguaging and letting students translate when needed and when it's appropriate. |
| HL-Policy | For examples of policy related to HL - formal or informal. This includes when HL can or cannot be used, policies around explicit instruction, and translations of official school meetings or communications. | That is kind of the backbone of our dual language program, the fact that they are exposed to Spanish instruction every day, from kindergarten to fifth grade. |

Similarly, I split the code “Academic Instruction” into two different codes: one for policy and one for daily work. In the end, I had a list of 49 total codes organized into 23 root codes and 26 subcodes that I applied to the data during the analysis process (See Appendix D).

Avon Creek Charter School was the first site that I visited to conduct semi-structured interviews and to collect observational field notes. The semi-structured interviews were digitally recorded and transcribed using Otter.ai transcription software. After I completed each interview, I noted my Reflections in Action and Reflections on Action (Schon, 1983). These reflections help me to objectively analyze my semi-structured interview process. I completed both reflections after the semi-structured interview. For the Reflection in Action, I reflected on the logistics of the semi-structured interview process. For the Reflection on Action, I thought about my experiences as a school leader and how my experiences compared and contrasted with the experience of the interviewee.

During this stage, I started to identify potential inductive codes. I compiled a list and used those codes as I began the first round of coding of the semi-structured interviews. To code the interviews, I printed out the transcripts for each semi-structured interview, read the interviews as paper copies, and wrote codes in the margins of the papers. Then, I transferred the codes into digital copies of the interviews using the qualitative research tool Dedoose. As I became more familiar with Dedoose, I realized that I was doing cumbersome repetitive work as I printed each interview, hand-wrote my codes, and then transferred the codes into the Dedoose software. Thus, after the first few interviews, I changed my process and began to code the digital interview files directly via the Dedoose software.

As my routines developed further and as I continued to collect semi-structured interviews and observational field notes at the other sites, I began a system of these steps: 1. I recorded the interview via Otter.ai and via my password-protected iPhone, to ensure a backup copy; 2. I completed a Reflection in Action and on Action for each interview; 3. Then, I uploaded the transcript into Dedoose and re-listened to the interview for accuracy and made any needed corrections in the transcript, such as if Otter.ai misheard a word or phrase. At the same time, I was thinking about the transcript and was noting certain patterns in the data and capturing that in my reflection journal; 4. I exported the transcript of the interview and uploaded it into a Google document that was housed on my password-protected Google account hosted by Lehigh University; 5. I shared the Google document, transcript with only the interviewee for member checking; 6. If the interviewee made any edits during the member-checking process, I updated the transcript and then uploaded the cleaned and checked transcript into Dedoose 7. I re-read the digital transcript in Dedoose and coded it.

As I uploaded the observational field notes and documents for document analysis into Dedoose, I first read over them to get a general sense of the data (Creswell, 2012). Then, if the documents presented formatting challenges that caused them not to upload smoothly, I corrected the formatting and uploaded the notes and documents into Dedoose. As I worked more closely with Dedoose, I discovered that uploading media into Dedoose was challenging. The less complex the document was, the easier it was to upload into Dedoose to analyze. I discovered that plain text worked smoothly; However, scanned documents, PDFs, or Word documents formatted with two or more columns did not upload smoothly. I named each piece of media according to a similar pattern, which included the name of the person or the document, the type of data, and then the name of the case site. An example of this is: Site A – interview – Principal – Shawn Smith. This organization made it easier to sort the media in Dedoose. Similarly, when I exported the media exports from Dedoose to Microsoft Excel, this facilitated my analysis (Meyer and Avery, 2009). I used the title information to create columns and sorted the information by either site, participant, code, etc. As I continued to analyze the data in Excel, I maintained one tab with all of the exported data, and then, I made a tab for each code. I also organized the tabs of codes based on which research question the codes were connected with. The inductive codes are each related to a specific research question. While the deductive codes spread across all three research questions. I sorted the data on the main tab by code and then copied and pasted that information onto each new tab. When I was finished, I had the coded data organized by research question, and it was sortable by site, participant, and media type.

For the document analysis process, I read through the hard copies of the documents and coded them by hand. In order to have all of the data in the Dedoose software, I again retyped key data into blank data documents in Dedoose for more effective uploading and smoother utilization

of the Dedoose software. Once the codes were in the Dedoose software, I exported the codes so that I could add them to my Excel spreadsheets and sort the codes via the filter function.

I first coded with open coding (Creswell, 2012). Then, I used axial coding to identify themes (Creswell, 2012). As I coded, I highlighted keywords in my notes. Then, I re-read the data and coded leadership actions, approaches, or comments that demonstrate the principles of (Pre)dispositions of Four Orientations of Language Planning, and for alignment of leadership actions, approaches, or comments with ideas of the goals of education (Labaree, 1997). I used at least two rounds of data analysis.

After this, I reread through the data again and analyzed for categories and eventually for cross-case themes (Borman, et. al, 2006). To help in the process of analyzing both within cases and across cases, I exported the coded experts and related data from Dedoose and uploaded them into Microsoft Excel. This allowed me to create a large document that had columns for the site, media title, the copy of the expert from the collected data, and the codes associated with that data excerpt. Then, with this information in Excel, I created a separate tab for each code. I also organized the codes by research question to they were more organized at the bottom of the Excel spreadsheet. To analyze the individual cases, I sorted the data by case site and was then able to further sort the data by codes or media type. As I analyzed the data across the cases, I sorted the data by codes and included all of the data for that code across the sites. This use of Excel to sort the codes (Meyer and Avery, 2009) facilitated the individual case narratives and the cross-case analysis. To further the cross-case narratives, I used the filters in Excel to organize the data by code and RQ across the various case sites. Then, I pulled out key experts and identified theoretical connections and core narratives (Kangas, 2023) across the case sites. I clarify more specifics about the cross-case meaning-making and how it differed in each site in Chapter 4.

Trustworthiness

Shoring up the trustworthiness of studies was an important aspect of this qualitative research for both the researcher and the audience (Lincoln and Guba, 1985). Therefore, in following the guidance of Lincoln and Guba (1985), I employed the major techniques to ensure the credibility, transferability, dependability, and confirmability of my research. I talk about each of those subsections of trustworthiness in the following sections.

Credibility

I increased the credibility in this study as I used triangulation of data sources (Lincoln and Guba, 1985; Merriam, 1998; Yin, 2003; Litchman, 2013). I used direct observations, semi-structured interviews, and document analysis. The direct observations occurred over two in-person visits per site and included both the formal academic class environments and the non-academic general school environments.

The semi-structured interviews began with a series of intentionally designed questions and a specific order of questions to gain data related to the background experiences of the participants. In addition, I conducted the interviews in a manner that worked to probe and create openings for the interviewees to expand on how their actions and beliefs may be interacting with the EBL students and their educational experiences. As I mentioned previously, I also intentionally used snowball sampling (Litchman, 2013) to identify additional participants for semi-structured interviews, thus supporting an appropriate level of saturation. This was important since I was using an inclusive definition of school leaders (Ascenzi-Moreno, et. al, 2016).

For the document analysis, the analysis came from documents used by the sites as they supported their students, whom they identified as EBLs. Documents included LEA-level

regulations, Mission and Vision statements, plans for delivering academic instruction, and some resources that they used for professional development. I collected documents that were made publicly available on the internet and that were voluntarily provided to me by the participants.

I collected document analysis materials largely based on documents that were voluntarily submitted by the individual participants. This added some sampling error as the sample was limited, and potentially, the data gathered from that analysis could be skewed toward the orientation that the individual participant(s) wanted to project. I worked to counter this error by also searching the sites' websites and publicly available resources for policy documents. In addition, I asked each interviewee if they had any documents they used that were important in their work supporting EBL students. To counter potential problems with bias due to the participants' voluntary submission of documents, I actively looked for applicable documents while I conducted the site visits and the observation aspect of my field work. Lastly, while I conducted the interviews in English, I permitted the participants to answer using all aspects of their language repertoire.

Transferability

The idea of external validity – the reach in which the findings of a study can be generalized (Yin, 2003) is very different from transferability. In case study research, the working hypothesis is connected to the description, time, and context in which it was found (Lincoln & Guba, 1985). As Lincoln and Guba (1985) go on to state:

The naturalist cannot specify the external validity of an inquiry; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility (p. 316).

To increase the transferability of this study, I used a multi-site study. The analysis within each of the three separate cases and the work of cross-case analysis helped to illustrate how similar findings may be found across different situations.

Dependability

I used analytic memos, reflective journaling, triangulation of data collection, prolonged engagement, persistent observations, member checking, and peer debriefing with my critical inquiry group. I also used analytical memos, reflective journaling, and a critical inquiry group to help me check my personal biases related to the research. I also stored digital copies of all documents that I analyzed in folders for each site. I stored these digital folders - along with all other digital documentation – on a private, password-protected Google Drive supported by Lehigh University. Paper copies of any documents were stored in a locked file cabinet in my research office. These techniques increased the internal validity, dependability, and objectivity of my research.

Confirmability

In an effort for increased transparency in the data-gathering process, I utilized member-checking. I shared a transcript of each individual's semi-structured interview with that interviewee only. Those interviewees then had the chance to review the interview transcript and make any comments or suggestions about the corrections in the transcript. This ensured that the data that I analyzed was an accurate capture of the ideas that the interviewee wanted to share. While I shared the transcripts with all 18 interviewees, only five participants responded with any acknowledgement, corrections, or updates to the interview transcripts. During the study, development, and site selection process, I maintained an ongoing research journal. Notes for this

research journal were maintained in one ongoing document with separate dated entries. It was maintained on a password-protected Google Drive hosted by Lehigh University.

In addition, the observations were split between formal academic time and non-academic time. This design allowed me to gain insight regarding the experience of EBL students throughout the school. I drew on my years of experience as a school leader and working in the public area to build positive relationships with the school staff I interacted with so that the participants became as comfortable as possible with my presence. While I was only at each case site for two in-person visits, I worked actively to build the trust (Johnson, 1975) of the participants, keeping in mind that building trust takes time. As Lincoln and Guba (1985) clarify, time is needed to,

...demonstrate to the respondents that their confidences will not be used against them; that pledges of anonymity will be honored; that hidden agendas, whether those of the investigator or of the other local figures to whom the investigator may be beholden, are not being served; that the interests of the respondents will be honored as much as those of the investigator; and that the respondents will have input into, and actually influence, the inquiry process. (p. 303)

I worked to maintain a balance where I built the acceptance from the school community to allow me access to the genuine school environment and increase the credibility of my data while also maintaining appropriate guards against negatively impacting the research credibility (Lincoln and Guba, 1985). However, I also worked to make sure I did not become too engulfed in the natural society that I was researching and lose my objective view of the data, and thus not negatively impact my research's trustworthiness (Lincoln and Guba, 1985).

Recognizing the relatively condensed timeline for data collection in this study, I took steps to create persistent observations that helped to allow me “to engage in tentative labeling of what are taken as salient factors and then exploring them in detail” (Lincoln & Guba, 1985, p. 304). I also worked to assure the accuracy of the data by maintaining analytical memos to combat and minimize my potential researcher bias and by reviewing the data at least three times and debriefing with a peer inquiry group. This group was made up of two other doctoral candidates who were also conducting qualitative research. None had any professional connection to me or my research.

The Researcher

I was the sole researcher for the study. Having one researcher is in line with the accepted practices of qualitative case studies (Lincoln & Guba, 1985; Stake, 1994; Merriam, 1998; Yin, 2003). In addition to being a doctoral student at Lehigh University, I am also an acting elementary school principal in a mid-sized suburban school district in Pennsylvania. I have a Master’s degree in Socio-multicultural Foundations of Bilingual Education from the University of Colorado at Boulder. I also spent nine years as a teacher, community activist, youth soccer coach, and a school-based curriculum and professional development leader in a mid-sized school district in the mountains of Colorado, where I worked closely with EBL students and their families. And I have been a school administrator for 17 years and have continually worked to engage EBL students and their families in our local community. This background experience meant that as a practicing school leader with a history of working to support the educational experience of EBLs, I needed to be attentive to how my empathy and relevant prior experiences may have impacted the data collection and data analysis (Sloan & Bowe, 2014).

I feel that aspects of my previous professional experience could have caused me to be overly critical in identifying how school leaders are working to support EBL students. This could especially be the case in the area of school leaders' training related to how to support EBLs. As a school leader with a background and a passion for supporting EBL students and families, I have experienced, first-hand, the limited focus toward systematic professional development from the national, state, and local levels related to supporting EBLs (Menken and Solorza, 2014; Scanlan and Lopez, 2012). In some ways, my previous professional experience could have also caused me to be more positive in my identification of how schools are working toward important social justice work for EBLs, as this work is critical (Ascenzi-Moreno et al., 2016). Either way, I have worked to be aware of my positionality and have used reflexivity to be conscious about how I could have impacted the research of this study (Sloan and Bowe, 2014).

To enhance my focused use of reflexivity, I used three types of reflections: reflection-in-action, reflection-on-action, and reflection-through-action (Schön, 1983), and I articulated in my research memos how and when I used each type. After each semi-structured interview, I made a research memo focused on my general thoughts and feelings about the logistics of the interview. These reflections were identified as reflection-in-action (Schön, 1983). In addition, I wrote a post-interview memo focused on how my own experiences as a school leader supporting EBLs were similar and different from the experiences of the interviewee. These reflections were identified as reflection-on-action (Schön, 1983). Finally, as I analyzed the data and looked for patterns, I maintained ongoing reflection memos about my inquiry and my potential biases. These reflections were identified as reflection-through-action (Schön, 1983).

Limitations

While I made substantial efforts to increase the robustness of the analysis and to decrease the limitations of the research, I also acknowledge the presence of limitations. The first noted limitation of the study related directly to my positionality and potential bias in my research. As a practicing school administrator, I recognize that I may have unconsciously influenced the analysis of the data by locating the EBL's educational experience more toward a specific area depending on my implicit biases. First, I may have limited the analysis by looking too much for positive ways in which the school administration and the teachers influenced the educational results of the EBLs at this elementary school. In contrast, I also recognize that my years of frustration related to the general lack of support for EBLs in many formal school systems could have influenced my analysis to skew negatively as I entered this research project with the firm belief that there is much work to be done to position the educational experience of EBLs for social justice. I worked against these potential limitations by clearly stating them at the outset of my study and by maintaining a research journal of contemporaneous notes and reflections during the ongoing data collection and analysis. These reflections helped me remain conscious of these biases throughout the entire research process.

The Hawthorne Effect (Adir, 1984) is also a common limitation of research that could have impacted this study. This effect could have been present while I collected field notes and conducted the school-based observations. To minimize the limitation, I worked to establish an appropriate level of trust with the school staff through my role as a participant observer (Merriam, 1998; Phelps, Ferrara, & Goolsby, 1993). As I previously mentioned, to support the collection of reliable field notes, I leveraged the field work observation protocol (See Appendix C.), which I based on Honigman's (1974) multidimensional analysis of classroom interaction

(MACI) and on Armfield's (2007) teacher behavior/student behavior protocol. In addition, my field work observational notes were guided by the (Pre)dispositions of Four Orientations of Language Planning. (See Appendix C.)

The Hawthorne Effect (Adir, 1984) could also have been present in the face-to-face semi-structured interviews with participants' intentional demonstration of socially-desirable responses related to EBLs. While I combated these limitations with the use of member-checking and providing an opportunity to confirm and clarify the data collected via the semi-structured interviews, the member checking could have potentially provided a further limitation to the data analysis as it could have allowed a second opportunity for the Hawthorne effect to enter the data collection.

In addition, the collection of documents for the document analysis consisted largely of documents that were made publicly available by the LEA or provided personally to me. Thus, the sample was limited to what I could access in generally accessible public documents. Potentially, the data gathered from that analysis could be skewed toward the orientation that the sites wanted to project.

While this research provided only a snapshot of the larger context of the school, the research continues to be relevant as it established a foundation for further research; having a clearer understanding of the distinct policies, professional experiences, and daily actions of the school leaders provides essential data for identifying the way the EBLs are positioned in the school experience.

Research Ethics

The International Review Board at Lehigh University and the individual LEAs of each research site granted permission for the study. The LEA permission played an important role as

it provided access to documents and data that may not have been available through publicly accessible means. I also needed LEA permission to observe in the school setting and to utilize staff members' contractual time to participate in the research. All of the adult research participants participated voluntarily.

By participating in the study, school leaders, their school staff, and the LEAs have gained insight into their support of their students who are identified as EBLs. This information is critically helpful to the school leaders as they work together to understand and recognize their professional goals. In addition, by participating in this study, the school leaders have added to important research and sense-making in the areas of school leadership, bilingual education, language education policy, HL use in schools, and principal preparation.

Chapter 4

As I highlighted in Chapter One, this research project is in conversation with the existing research in the area of how the beliefs and actions of school leaders position the educational experience of EBLs who speak Spanish as a HL. To that end, I conducted this multi-site case study research project with the main inquiry question: *How do school leaders in three public elementary schools in three LEAs in Pennsylvania orient their work as it relates to their students who are Spanish-speaking emergent bilinguals?* More specifically, I divided the research question into these sub-questions:

RQ1: What policies and practices do these school leaders use while they work with Spanish-speaking EBL students?

RQ2: What experiences and educational trainings do these school leaders have related to Spanish-speaking EBL students?

RQ3: How does the daily work of school leaders orient the school experience of Spanish-speaking EBL students?

To investigate this research topic, I used a conceptual framework built on the seminal work of experts in the field of bilingual education and of education from a sociological-historian perspective. Specifically, as shared in Chapter One, I built the conceptual framework on a combination of foundational ideas from Ruiz's (1984) seminal work on Orientations in Language Planning, Flores's (2016b) work identifying a new language orientation of "language as a struggle", and Labaree's (1997) views on Educational Goals. As I considered the four key language orientations, I organized them in quadrants that overlapped with Labaree's (1997) ideas of the educational goals of Democratic Equality, Social Mobility, and Social Efficiency. In doing so, the overlapping theoretical ideas created quadrants that I used to help to understand the

work of school leaders in three elementary schools and how they could position the school experiences of EBL students in these schools.

In this chapter, I review my coding process and share collected data from each case study to create a case narrative organized by the three research sub-questions. As I begin, I present data from each of the three individual cases: Avon Creek Charter School, Marshall Brant Elementary School, and Springfield Elementary School, with a case-specific overview of meaning-making at the end of each case. After that, I share my review of the data as a whole with cross-case analysis across the three cases.

As I share the data collected for this study, I cite it in this way: Data Source, Data Type, and Research Case. For the Data Source, I use the pseudonym last name of the participant or the title of the document, or the location in which the observational field note was collected. For the Data Type, I identify whether the data came from an interview, document analysis, or an observation field note. Finally, for the Research Case, I name the elementary school from which I collected the data. For example, an expert from an interview with Mr. Smith at Avon Creek would be cited as (Smith, Interview, Avon Creek).

Case Site 1 – Avon Creek Charter School – Elementary

The first site in this multisite case study was the elementary campus of Avon Creek Charter School. This elementary campus of a K-12 charter school operates within a large urban district of more than 15,000 students (Pennsylvania Department of Education, 2025) and supports students in grades kindergarten through fifth grade. According to the demographic data from the Future Ready PA Index website, the school has more than 600 students across grades kindergarten through twelfth, with more than 90% of the students identified as Hispanic (Pennsylvania Department of Education, 2025). The student race/ethnicity enrollment showed

the remaining identifications as about 5% Black, 1% White, and 1% Two or More Races (Pennsylvania Department of Education, 2025). PDE database lists the Enrollment by Student Group(s) at about 99% Economically Disadvantaged, 30% English Language Learners, and 10% students receiving special education services (Pennsylvania Department of Education, 2025). However, as Shawn Smith, the principal of the elementary school, explained, his work was to support all students across all student groups. He said the school served a population of about 300 students, and while he noted that 30% were “under the eyes of PDE - classified as language learners” (Smith, Interview, Avon Creek). He also made it clear that he had a professional opinion that, “...in some way, shape, or form, they're all ELs, whether they're identified or they're not” (Smith, Interview, Avon Creek).

While collecting research from Avon Creek Charter School, I interacted directly with and collected data from ten participants. Table 3 shows an overview of information related to each participant: the participant's pseudonym; job title; their experience in education (in 5-year increments); and the way I collected data from them - whether it was an interview or data collected via observational field notes (OFN).

Avon Creek - RQ1: Policies and Practices

For RQ1 and the area of policy, Avon Creek Charter School organized its policies into two main overarching ideas. The first was the commitment to daily academic Spanish instruction for all students. At times, this was referred to by their official documents and by staff as “dual language” (Student/Parent Handbook, Document Analysis, Avon Creek; Withdrawal Form, Document Analysis, Avon Creek).

Table 3*Avon Creek Charter School Participants*

| Pseudonym | Job Title | Experience in Education (in 5-year increments) | Data Collected (Interview/Observational Field Notes) |
|-------------------|---------------------|---|---|
| Arlene Rivera | Art Teacher | | OFN |
| Flor Valdez | Office Registrar | 5-10 | Int & OFN |
| Frances Kay | Kindergarten | | OFN |
| Guadalupe Aguilar | First Grade Teacher | 5-10 | Int & OFN |
| Jennifer Brown | ESL Teacher | | OFN |
| Jennifer Fox | ESL Teacher | 20-30 | Int & OFN |
| Heather Trujillo | Spanish Teacher | | OFN |
| Melissa Berry | ESL Aide | | OFN |
| Paul Samudeo | Assistant Principal | 5-10 | Int & OFN |
| Shawn Smith | Principal | 10-15 | Int & OFN |

The other was a collection of LEA-level mission and vision documents that clarified the school’s commitment toward bilingual and biliterate students. The document described the LEA’s goal to have students who engaged politically and socially across society and in the World (Mission and Vision, Document, Avon Creek; Student/Parent Handbook, Document Analysis, Avon Creek).

One area of policy that was mentioned by the principal early in his semi-structured interview was the required World-class Instructional Design and Assessment (WIDA) testing. He noted the importance of WIDA as a required state test for EBLs who qualify for ELD services. When asked to talk about how the school supported EBL students, Shawn Smith, the school principal, immediately thought of the WIDA testing as on par with other high-stakes required assessments, such as the PSSA (Smith, Interview, Avon Creek). This immediate focus on high-stakes summative assessments conveyed a position of EBLs from a deficit mindset focused on the students’ need to acquire English and via an orientation of Language as a

Problem. However, as a former instructional coach, the principal was also focused on the policy of WIDA administration and using it to guide student instructional needs. He referenced the WIDA scores as a measurement of student academic success, and he identified the WIDA achievement as a goal of Avon Creek's school to have the students' overall scores go up year to year. He noted:

Long term, I think my data brain is turned on, and I'm thinking of, you know, we'd have scores and seeing their overall score go up, you know, over the course of a year and measuring comparing one year['s] scores to the next year['s] scores. (Smith, Interview, Avon Creek.)

Jennifer Fox also noted the WIDA scores during her semi-structured interview. As an ELD teacher at Avon Creek, she talked about how she formatively used the assessment to impact the academic instruction of the students (Fox, Interview, Avon Creek). She stated:

So, looking at the WIDA scores really helps to paint a better picture of where those students are academically. And the WIDA scores, if you look at them, are broken down into those four language domains as well. So, it really helps me pinpoint exactly the strengths and the weaknesses of those specific students within the larger school community. (Fox, Interview, Avon Creek).

However, the required WIDA tests only impacted the small population of EBL students who qualified for ELD services. Other LEA-level policies were more substantially referenced in the data collection process.

Examples of LEA-level policies included overarching policies related to fostering student bilingualism, biculturalism, and multiculturalism (Mission and Vision, Document, Avon Creek). The school did not officially refer to their school as a dual language school in their LEA-level

Mission and Vision statements; However, mentions of *dual language* did come up often in interviews and they had the phrase listed in the header of their school's official withdrawal form (Withdrawal Form, Document, Avon Creek). As Mr. Samudeo, the assistant principal, noted:

Our main thing on our website is that we are a dual language model. And that extends beyond the students that are labeled as ESL. We do provide Spanish instruction every single day for 40-minute block period. We also, throughout the year, incorporate dual language activities, events during and after school. We have one tomorrow, our Spanish Spelling Bee, which we're very excited about. (Samudeo, Interview, Avon Creek)

While an LEA-level policy of dual language was not frequently noted on many official documents reviewed for this study, there were multiple data points of policy related to bilingualism, biculturalism, and multiculturalism. For example, the Mission and Vision document noted:

Avon Creek Elementary Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation in both English and Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level study, and as lifelong learners. (Mission and Vision, Document, Avon Creek)

The same document noted that the school has a "Professional Community that...Understands the benefits of bilingualism" (Mission and Vision, Document, Avon Creek), "A School Community in which Students, Teachers, Administrators, Parents, and Community members... Embrace a multicultural perspective" (Mission and Vision, Document, Avon Creek),

have “Students who... engage in a social and political world” (Mission and Vision, Document, Avon Creek), and a “School Climate which is... multicultural” (Mission and Vision, Document, Avon Creek). These guiding ideas drove the school administration’s work.

In addition, when I talked with Assistant Principal Samudeo about his goals for education for the students of Avon Creek, he drew on these mission and vision ideas in his response, and he identified goals that Democratic Equality, as he identified goals related to contributing to the community, collaborating with others with respect. He said:

I think those four categories it is so ingrained in everything I do in this profile that successful learner is the main thing I asked for them to be respectful, contribute to our community, collaborate, and treat each other with respect. And not necessarily become scholars but to become educated, literate, bilingual, motivated, and curious. (Samudeo, Interview, Avon Creek)

Related more specifically to academic instruction policy and HL policy, the school’s Curriculum Overview document stated, “All... students receive 40 minutes of uninterrupted academic Spanish instruction every day. Through reading and writing instruction, Avon Creek Charter School elementary students are working to become bilingual and bi-literate” (Curriculum Overview, Document, Avon Creek). Similarly, their Profile of a Successful Learner document noted key points related to HL use, as under the “Scholarly” attribute, there was a focus on “bilingual/biliterate” (Profile of a Successful Learner, Document, Avon Creek). The same document also identified evidence of policy related to Language as a Resource, as they listed under the “Collaborator” attribute that there was a focus that “embraces a multicultural perspective” (Profile of a Successful Learner, Document, Avon Creek). This focus on daily

Spanish instruction and the maintenance of the students' Spanish HL demonstrated orientations of Language as a Right and Language as a Resource.

However, there were also some data collected that identified confusion in the overall goal of Avon Creek's Spanish language instruction policy. For example, related to instruction policy and on the daily schedule, the school adjusted access to the Spanish HL instruction based on the English language proficiency of the students. The school leaders pulled students out of that Spanish class for English as a Second Language (ESL) support. Ms. Fox, an EDL teacher, noted:

So, I think it's a 45-minute period, every single student K through five has Spanish, sometimes they get pulled if they're in ESL during that time. I actually really try not to because I feel like, as especially newcomer students, that might be the only 45 minutes where they feel comfortable to participate in the larger school group. Sometimes, just with scheduling constraints, we do have to pull them during Spanish. (Fox, Interview, Avon Creek).

Also, Ms. Aguilar, a first-grade teacher, noted:

I can't speak to that, because I don't know what the thinking is behind that. I'm assuming that they're probably like, alright, well, they already speak Spanish so well. Or it's their dominant language. So why not pull them during that time? (Aguilar, Interview, Avon Creek.)

Clearer than the specifics of the Spanish HL daily instruction for students was an overarching policy related to the use of HL to communicate with the parents/guardians of the school community. This policy complied with federal law that required LEAs to “utilize a non-biased procedure for identifying which students are protentional English Learners (ELs)...to provide appropriate language instruction educational programs and services” (Home Language

Survey, Document Analysis, Avon Creek). When using the Spanish HL to communicate within the school, Principal Smith noted:

But ...it's not being squashed. It's not saying you have a community of Spanish-speaking students, when you come to this school, we are going to disregard your language. We are going to speak both. We are going to, you know, recognize this. I mean, it's the same thing, like if a parent comes in and wants to speak with me. Like, we don't expect them to come in with translators. Like we will have enough people on staff that we will translate for them. (Smith, Interview, Avon Creek)

This commitment to the official recognition of and commitment to the use of the community's Spanish HL showed Principal Smith's orientations toward Language as a Right, as a Resource, and as a Struggle. Principal Smith demonstrated that he understood that Language diversity was part of the local community and wanted to support that as Avon Creek created space for the community to be involved with the school and to have influence over their child's educational experience through effortless conversations with the school.

Avon Creek – RQ2: Experiences and Educational Training

Data collected for RQ2 demonstrated an overall commitment by the school leaders at Avon Creek to Spanish-speaking EBL students in an urban setting. Three of the school leaders who participated in this research study grew up as EBLs, and they leveraged their bilingual and bicultural abilities to form connections with the school families and to forge positive relationships with the students. In addition, many of the school leaders had previous professional work experience from other schools in urban settings, formal certifications in ELD instruction, and professional experience in coaching and supporting teachers and staff. Also, many of the school leaders had been connected to the Avon Creek Charter School community for many

years. They leveraged these personal and professional experiences to support the students' access to their education. In the area of professional development and ongoing learning, the school leaders recognized the lack of specific professional development related to EBL students and wanted to improve their systematic learning in this area.

Avon Creek supported translation of in-person communications between Spanish-speaking members of the community and the school leaders, as they had multiple staff members who had native speaker levels of bilingualism (Samudeo, Interview, Avon Creek; Valdez, Interview, Avon Creek). Principal Smith was not one of these bilingual school leaders; However, while not bilingual, Smith had a long connection to the school and the community of Avon Creek as he was in his third year in this role and prior he had been an instructional coach for five years in the school and before that - a fourth grade teacher at Avon Creek (Smith, Interview, Avon Creek). Admittedly, he noted that his lack of ability to communicate in Spanish was a miss in his role supporting a school that he described as 99.9% Spanish-speaking (Smith, Interview, Avon Creek). He said, "I'll be honest, being principal and not bilingual. Like, yeah, it's, it's difficult. Like, you know, if I have to speak with a parent who's Spanish-speaking...I have to have somebody with me" (Smith, Interview, Avon Creek). For all of the ways in which Smith oriented toward Language as Right, as a Resource, and as a Struggle, he also noted a personal orientation of Language as a Problem when he sometimes got frustrated by being cut out of conversations that were happening in Spanish. He shared, "...we're, you know, halfway through a sentence in English, and then the tail end of it is in Spanish and [I'm] like, come on" (Smith, Interview, Avon Creek).

Beyond language ability, he noted a commitment and passion for working in an urban education setting. As he talked about it, he said, "I mean, like, I don't think it would really make

a difference if [the students] were necessarily Spanish-speaking or if they were all English speaking. It's just something about the urban Ed[ucation]" (Smith, Interview, Avon Creek). While he talked about his professional experiences he did not specifically use the term of Democratic Equality or social justice; however, he regularly clarified his commitment to equity for students, to facilitating a student-first and asset-based approach, and to maintaining a school environment that reduced barriers and support students with whatever they needed – academically, linguistically, and socially (Smith, Interview, Avon Creek). Together, this data showed Smith to be focused on positioning the educational experience of EBLs at Avon Creek toward one of Democratic Equality.

In addition to the school principal, the Assistant Principal, Paul Samudeo, had also previously served as a teacher at Avon Creek, but at the secondary level. He explained:

So, I was here as a teacher from 2017 to 2021 - four years as a high school teacher at the middle/high school [campus]. Got my admin cert while I was there. Got an assistant principal position at another local charter school for a year, for 14 months. [The] position opened up here. They wanted me back, and here we are. (Samudeo, Interview, Avon Creek)

Unlike Principal Smith, Samudeo identified as Hispanic and as bilingual (Interview, Samudeo, Avon Creek). He overtly referenced his personal background when he spoke of his work at Avon Creek. He mentioned growing up bilingual and of Colombian descent (Interview, Samudeo, Avon Creek). When he recalled this upbringing in a broad family structure with strong Latino roots. He noted, "I have a split family, my parents divorced when I was younger... Both of my parents are Colombian and they both married Colombian spouses again." (Samudeo, Interview, Avon Creek). He went on to explain how this surrounded him with Colombian

culture as he noted, “That exposed me not only to the language, but the culture; the food, the everything. In kind of like an island surrounded by American culture” (Samudeo, Interview, Avon Creek). As he went on to talk more about his personal bilingual/bicultural experiences, he referenced an orientation of Language as a Resource as he shared how he felt that his bilingual/bicultural abilities helped him to get the role as assistant principal at Avon Creek. He said, “It has helped me tremendously not only in my personal life, [but] with careers and probably [is] the reason I got this job, too” (Samudeo, Interview, Avon Creek).

In addition to the ability to leverage a resource of bilingualism, Samudeo also noted how his upbringing and culture helped him to connect with the EBL students in his school and to work toward a goal of Democratic Equality. He clarified, “But it also helps me interact with the students because I understand them a little more than I would say the average teacher, because of that background that I have” (Samudeo, Interview, Avon Creek). As Samudeo explained, his bilingual upbringing supported his ability to communicate with families and to connect with EBL students. There was another detail that he shared about his bilingual/bicultural family that may likely position his work with EBL students at the elementary level. As Samudeo was reflecting on his childhood, he noted:

I am the oldest of 10 siblings. And I am one of maybe four out of the 10 that actually speak Spanish. The rest of the younger ones. Some of them understand that my parents didn't put as much effort into teaching them Spanish as they did with some of the older ones. So, it's always something we're trying to talk to them more in Spanish so that they can build on... their bilingual abilities, as well. (Samudeo, Interview, Avon Creek)

This personal drive to help his younger siblings leverage their HL abilities transferred to his professional work as he worked to support and enhance the dual language aspects of Avon

Creek. This was evident as he explained, “Supporting the building of a stronger dual language program here, especially one that has focused on heritage and culture, has been my goal this year” (Samudeo, Interview, Avon Creek). While Samudeo referenced many positive aspects of his Colombian heritage, he also noted some societal struggles when he was younger, even from some of his close friends. He recalled times in his childhood when his peers only saw his Colombian heritage from a Language as a Problem orientation, as a connection to cocaine and crime, as that was so commonly referenced in Hollywood movies of that time (Samudeo, Interview, Avon Creek).

Samudeo also articulated how his bilingual/bicultural abilities supported the students to build connections to him and helped him to orient EBLs’ school experience via Language as a Right and as a Struggle. He especially referenced how students connect with him differently when they know that he can speak to them in their HL (Samudeo, Interview, Avon Creek). As he talked further about the staff at Avon Creek, he noted the negatives of a cultural and linguistic disconnect between the students and their staff, in the older grades when he taught high school, and now at the elementary level. He explained:

I would probably say... the majority of the staff is not bilingual or Latino. It is something that, as a school, I am pushing for; more staff to be Latino. I think it's important for students to feel represented by their teachers and their culture, especially in such a huge, predominantly Latino population. As a teacher, I know it made my life a lot easier teaching ninth and 10th graders when they knew, "Oh, he's, he's one of us. So, he has our back." That's often the kind of words and phrases that students would use - like you understand us. Especially when they get to that age, they start seeing that more in the world. And it's interesting, you go from ninth to 10th grade, and then you have

kindergarteners talking to me in Spanish. Seeing how that evolves over the years. So, it's important. (Samudeo, Interview, Avon Creek)

Flor Valdez also grew up bilingual. Flor talked at length about how this personal experience influenced her interactions with the school community. In her ninth year working in the school office, she noted her official roles as, “So I do child accounting. I also do...PIMS coordinator as well as enrollment. And then administrative assistant” (Valdez, Interview, Avon Creek). However, her daily tasks encompassed a broader scope of interactions with students, families, and school staff. This included communicating with new or existing families regarding general school logistics, translating special education meetings or other school meetings, and interacting with students (Interview, Valdez, Avon Creek; Office Area, Observational Field Note, Avon Creek).

Similar to Samudeo, Valdez was raised bilingual and saw this as a connection to the EBL students of Avon Creek. She explained, “I would say I am very fluent in both languages. I've been speaking Spanish since I was about four years old, and just kind of like our students” (Valdez, Interview, Avon Creek). Along with her bilingualism, she also leveraged her experience as a mother to actively deepen her connection with students, especially when they happened to be in the school office as a result of doing something they shouldn't have done. Valdez explained this as she said:

I feel like if a kid is in here, and I'm trying to talk to them about something that they shouldn't have done, I feel like I kind of take more of that...I speak to them in Spanish, which I do even with my own kids, if they're in trouble. I'm talking to them in Spanish. I don't know what it is... But I feel like they're embracing their culture while they're here... I think because a lot of the students... their parents only speak Spanish. So, I feel like

when they're being disciplined, even at home, even if it's just like having a conversation, because usually it's done in Spanish. So...I...will generally, if they speak Spanish at home, I will ask them in Spanish. I think that it has a deeper weight because it'll be more of like, well, this is something you talk about what your parents at home and if your parent is only Spanish-speaking, I know that you understand it better in Spanish than you will in English and not saying that they won't understand in English. But like, I feel like even when I was growing up, if I... whenever I was being disciplined...about something, I believe my parents spoke to me in Spanish. (Valdez, Interview, Avon Creek)

In reflecting further about how she supports the EBLs and the families at Avon Creek, Valdez noted that she draws on her own personal experiences. When asked about professional development related to this, she recalled, "...it's not something that I've, I've had any training or anyone speak to me about that" Valdez, Interview, Avon Creek). Rather than specific professional learning opportunities, Valdez seemed to be influenced by her life experiences and what she learned from her mother. Valdez noted:

My mom... actually, ever since I was young, has worked in...immigration law. So, I definitely think that that has had a major impact in how I appreciate it - having a second language. A lot of times, you know, she brought people from other countries that were family that were friends, who were coming from other countries, and kind of helped them get on their feet. So, for me, knowing Spanish was definitely a great way to communicate with them. So, I don't know, I think that just my mom, doing immigration, like being a paralegal for immigration, and my grandmother moving in with us was definitely something that influenced my appreciation [of speaking Spanish]. (Valdez, Interview, Avon Creek)

While other research study participants at Avon Creek were also bilingual, Samudeo and Valdez showed a direct connection between their bilingual/bicultural experiences and how they oriented toward Language as a Right, Language as a Resource, and to a minor degree, Language as a Struggle. Also, both of them noted, along with Principal Smith, an area of improvement to have more school staff with more Spanish language abilities (Samudeo, Interview, Avon Creek; Smith, Interview, Avon Creek; Valdez, Interview, Avon Creek). However, there was a difference in the way in which the problem was viewed by these school leaders. Smith and Samudeo viewed the lack of bilingual staff as a hiring challenge. More clearly, Smith stated, “Yes, originally, there was more intent to have [Spanish] spoken throughout the whole school, [but] it's hard enough to find qualified English-speaking teachers. It is very hard to find qualified Spanish-speaking teachers [in] content areas” (Smith, Interview, Avon Creek). Valdez, on the other hand, viewed the problem more through the lens of others not capitalizing on an opportunity, and thus indirectly an orientation of Language as a Problem that valued their monolingualism over their discomfort of working to improve their language diversity. She explained:

And I think a weakness, perhaps, would be not giving them... a lot of people [not] giving themselves the opportunity to also learn Spanish. I think it would be good, you know, to learn Spanish, especially because we know how important it is with the community that we have. (Valdez, Interview, Avon Creek)

The two other school leaders who participated in semi-structured interviews from Avon Creek Charter School had a variety of personal and professional experiences; both were certified ESL teachers, even though only one was currently teaching ESL instruction. First grade teacher, Guadalupe Aguilar, was also bilingual and learned Spanish young; However, she described herself as having limited Spanish abilities now. She noted:

So, I would say that I am really good at understanding. I would say I have like, like I can communicate what I need to say it's but it's not always grammatically correct in Spanish. Because I am a native speaker, but I learned English really young. And I feel like that became like my predominant language you know? (Aguilar, Interview, Avon Creek).

Aguilar had been at Avon Creek for nine years. She was currently in her sixth year teaching first grade and had taught ESL and second grade prior to that. When talking about her professional experience, Aguilar noted how she used the training for her ESL specialists' certificate to support her students. She shared:

So, using that ESL background really helps, like, you know, visuals, repeating...And like giving examples showing pictures, being able to relate it back to them and their personal lives. So, I think, yes, so having the ESL background has definitely helped to, like, just know how to help them out. How to accommodate. (Aguilar, Interview, Avon Creek)

When thinking about other ways in which she drew on her previous experiences to support EBLs in her class, Aguilar noted the embarrassment she sometimes hears her students say about speaking Spanish (Aguilar, Interview, Avon Creek) and how it relates to her own struggles with a Language as a Problem orientation when she was young. She recalled:

I feel like, as a child, I was very ashamed of speaking Spanish. So, I think maybe that's why I like even when we were out in public, I always spoke to my mom in English. But now I think as an adult, I'm more comfortable doing it... I guess I was just like, really embarrassed about just being able to speak a different language... So, especially like when we're out and about like, I really tried never to speak Spanish at all, unless, like, my mom just couldn't really understand what I was trying to say. (Aguilar, Interview, Avon Creek)

While she had some orientations to Language as a Problem related to her previous experiences and her continued limited growth of her HL, Aguilar was also positioned to have a goal of Democratic Equality for the students living through experiences of transiency, as she had similar experiences in their lives. Aguilar recalled her move as a young EBL from [New York City] to Pennsylvania, “So like, from birth to like, fifth or fourth grade, I lived in Brooklyn, and in a Hispanic community. So, when I moved to Pennsylvania, it was a really big culture shock for me” (Aguilar, Interview, Avon Creek). She went and recognized further Language as a Problem orientations as she articulated how her lack of a stereotypical Spanish accent reduces the discrimination she receives:

But I think also, what has helped me is just like the level of English that I know. And that I don't really have like an accent when I speak it too much. So, I think that's really, that really has helped me with not really having too much discrimination.

Jennifer Fox was an ESL teacher at Avon Creek who worked primarily with students in grades kindergarten through third grade. She was in her fifth year in this role. Before this role, she worked with Avon Creek Charter School at the sixth-grade to twelfth-grade campus as the after-school program coordinator (Fox, Interview, Avon Creek). While she was asked to describe her own level of bilingualism, she explained, “[I] know enough Spanish to make sure that [the students] are safe, and that they're comfortable and to give basic directions. But as far as, like if I have to have a meeting with a parent, I definitely need a translator” (Fox, Interview, Avon Creek).

While she identified that she would need a translator to have a meeting with a parent/guardian, she also confirmed that she, the whole school, used Class Dojo as a texting application that could translate between English and Spanish (Fox, Interview, Avon Creek). She

clarified the value of this from a Language as a Right and as a Struggle orientation, as it helps her to promote ease of communication and collaboration between home and school. More specifically, she noted:

So, class, school-wide, we use Class Dojo, which is like the texting app that you can message parents. ...It's very nice that you can have the app on your phone, and it's nice that it translates from English into Spanish. So, it really breaks down, in theory, that language communication, or that language barrier that comes with communication. Sometimes it doesn't always translate perfectly. So, there's a little bit of communication decoding you have to do and a little bit of figuring out exactly what the parent is saying, or they have to figure out what you were saying...Okay. (Fox, Interview, Avon Creek)

In a further demonstration of the Language as a Right orientation, Fox noted that there is never a time when students cannot speak Spanish. When I asked her this, she replied, "Not for me. They know absolutely I...one of the first things I teach them is [that] there's never a time that you cannot speak to me in Spanish" (Fox, Interview, Avon Creek).

As Fox recalled more about her previous professional work experiences and her previous professional development experiences, she recalled her background as a secondary-level social studies teacher. She explained that when she was in her undergraduate program, she did some clinical experience work in a large city in the area and connected with teaching in an urban setting (Fox, Interview, Avon Creek). Thinking about it further, Fox attributes this to her background in social studies. She said:

I just kind of found myself drawn to English as a Second Language students. And I think my love of history and cultures really drew like, drove that like, being able to teach students that maybe come from a different cultural background and work together to

overcome some of the things that they might be experiencing. (Fox, Interview, Avon Creek)

Finally, in reflecting on the various language orientations and on her goals for education, she noted that she identified with the Language as a Resource. She said:

I don't know if agree is the right word, but it resonated with me...the language as a resource [idea]. ... I mean, there's so much research on, if you know one language, it helps you to develop and grow another language, and the more languages, you know. Your brain can work in different ways. And how knowing many languages helps each other, I always tell the kids, your knowledge in Spanish helps your English, and that knowledge in English is going to help your Spanish. They feed off of each other. (. (Fox, Interview, Avon Creek)

Fox saw the use of the Spanish HL in schools as a Resource and to some degree as a Right and as a Struggle as she saw the use of the HL and frequent translanguaging in school to be essential to students accessing the educational environment and to feeling comfortable and connected to the school community (Fox, Interview, Avon Creek). Then, when thinking about a goal of education, Fox expressed ideas related to democratic equality as she focused on critical thinking skills and ensuring that students had the appropriate educational abilities “that they’re going to need to be successful” (Fox, Interview, Avon Creek).

In general, other school leaders at Avon Creek reflected on their previous experiences with bilingualism and shared examples of their orientation to Language as a Resource. They mentioned how Spanish would, “come in handy when you’re older” (Aguilar, Interview, Avon Creek) and be skill that could help students learn more about other people (Valdez, Interview, Avon Creek), and to get a job - similar to the way it had helped the school leaders (Samudeo,

Interview, Avon Creek; Valdez, Interview, Avon Creek). Specifically, Smith noted, “the ability to read, speak, and write a second language that is a resource for them as future job seekers. It's a resource that a potential employer is going to be very highly interested in” (Smith, Interview, Avon Creek).

While all of the school leaders at Avon Creek had a variety of personal experiences and professional experiences that they brought to their work from outside of the LEA, they could not recall specific, recent, LEA-level professional development related to EBL students. When reflecting on professional development, the school assistant principal noted:

Actually, this year, ...none come to mind that I can think of? We always have these yearly video trainings I have to do. Some of them touch upon multiculturalism and things like that. But as far as like specifically targeted for that, we haven't had anything this year. It's definitely something we ...I might jot that down. To definitely do that more some trainings related to the required state-level WIDA testing, but not other specific trainings...I recall a lot of like the discussion on cultural differences, implicit bias, we had implicit bias training. Now you're activating my memory. Yeah. That was definitely one we had multiple times in implicit bias training. (Samudeo, Interview, Avon Creek)

Similarly, as the school Principal continued to clarify a specific professional development that the school provided related to EBL students, he recalled:

I'm trying to think if there were...I can picture one, but I can't really think of what the name was, it was just more general, like it dealing with, like ELs, like basic accommodations. Like, very like entry level. ...I know the EL teachers, they do go to some of the WIDA - not the consortiums - the ones that are offered through the IU, like the webinars...I was actually just on the PDE SAS website earlier this week. And there

are some things, but it's mainly just for like, classification and reclassification, identification. It may not be a bad thing, depending on what's there just to kind of give a refresher/education type deal to just [the] general populace, but I think it's more from an instructional standpoint of how we can best support them when they're with us. (Smith, Interview, Avon Creek)

However, 1st Grade teacher, Aguilar, did recall a training from many years ago. She recalled it as a general training that perhaps focused more on identifying speech disabilities in students. She said, “It was either my first or second year. I know like this speech therapist...gave a presentation on I guess, like, how to tell the difference between like an accent and like an actual speech issue” (Aguilar, Interview, Avon Creek).

In talking about their previous professional and personal experiences and the professional development trainings at Avon Creek, many of the school leaders noted an absence of specific professional development related to supporting EBL students. They saw this as a growth area and were interested in learning further about this topic (Aguilar, Interview, Avon Creek; Samudeo, Interview, Avon Creek; Smith, Interview, Avon Creek). Principal Smith noted, “I mean, what I noticed is, it would be an area of growth” (Smith, Interview, Avon Creek).

In analyzing the data from Avon Creek that related to RQ2, the personal and professional experiences and professional trainings of the school leaders intersected with their personal level of bilingualism and experiences from outside of the school and the LEA. However, these backgrounds combined with a passion for working as educators in an urban setting, in supporting EBL students with goals for Democratic Equality, and orienting toward the school community’s Spanish HL across all orientations. Mostly as a Right, as a Resource, with a couple of orientations of Language as a Problem, and a few as a Struggle. Altogether, this transferred into

an environment where the school leaders continually worked to provide a positive school experience for all of the EBLs at Avon Creek Charter School.

Avon Creek – RQ3: Daily Work of School Leaders

RQ3 focused on many other aspects of the work of a school leader that could have occurred during a typical daily work experience. This included data related to academic instruction, building connections with students and families, highlighting cultural pride in the heritage culture of the students or the school community, how the HL is used in daily school interactions, etc. In general, this section worked to understand the *doing* of school leadership, where RQ2 worked to understand the foundation that underlaid the daily work, and RQ1 looked to understand the guiding policy that provided direction for the educational experience of the EBLs.

At Avon Creek, the overarching focus for daily work is connected with the use of the Spanish HL in the school and the broader school community. They did this via Language as a Right and as a Resource orientation, and with a goal of Democratic Equality. The school leaders at Avon Creek Charter School worked to break down linguistic and cultural barriers to students and families accessing daily learning, to connect with EBLs and their families and to value their cultures, and to foster students who were critical thinkers and engaged with society.

One of the main sections of data related to the daily work of school leaders focused on academic instruction. At Avon Creek Charter School, Principal Smith worked to focus the daily work of the school around adequately supporting the EBL students. Smith noted, “It’s [an] equity standpoint of [EBLs] shouldn’t be treated differently” (Smith, Interview, Avon Creek). He also noted that he continued to work to create a school that supports the students’ academic instruction with a foundation of positive connections. He explained:

I would hope that the school environment that has been created and maintained for all students, but especially for the ELLs, ...to be warm, welcoming, and supportive for all of their educational needs and development. Especially in what I can only imagine to be like, an overwhelming environment, when they are trying to learn something that is academically challenging, ... linguistically challenging, [and]...socially challenging. (Smith, Interview, Avon Creek)

In his role as school principal, Smith also noted his work to prepare students for academic success beyond Avon Creek. College appeared to be a goal of the school as a tag line of “College: It’s What We Do!!” clearly shown on the letterhead of at least one official school document (Withdrawal Form, Document Analysis, Avon Creek). However, Smith also shared that the school focused on supporting student development post-Avon Creek in many ways. As he talked about this, he explained:

We don't want to see [students] dropping out because that is the cycle of what's going on. ...There's a lot of things that [students are] susceptible to, so we need to get [them] through K through 12. What's next? Are [they] going to a trade school? Are [they] going to a [two-year] school? ...It's fine. And I think it's ... you know, it's individualizing those pathways and letting them know that there are options for them, and just be coaching them along. (Smith, Interview, Avon Creek)

As a school, Avon Creek worked a lot to have the “dual language” aspects of their school design present as a key aspect of their daily work focused on academic instruction (Building Information, Document Analysis, Avon Creek). Paul Samudeo, the assistant principal, talked about this as he noted that the “40 minutes of uninterrupted academic Spanish instruction every day” (Curriculum Overview, Document Analysis, Avon Creek) was, as he put it, “the backbone

of our dual language program” (Samudeo, Interview, Avon Creek). Principal Smith talked about the Spanish classes by highlighting the Language as a Right orientation to Spanish as he said, “It is every day. We’re celebrating the heritage part of it; we’re encouraging students to, you know, speak their native language” (Smith, Interview, Avon Creek). However, there was some lack of understanding from some school leaders about what happened in the Spanish classes and what the identified goal of the Spanish class was (Aguilar, Interview, Avon Creek; Fox, Interview, Avon Creek)

Samudeo talked about other aspects of the Spanish language classes as he noted the orientation of Language as a Resource, as the classes focused on identifying the value of different cultures and heritages across Latin America. He explained:

One big thing about the curriculum that's drawn me to it and the Spanish teachers is that it focuses on case studies across Latin America. Looking at different Latin American countries, including their culture, cuisine, [and] language, what sets them apart. What makes someone from Nicaragua different from someone from the Dominican Republic, and the kids love that they love learning about other cultures, while also taking pride in their own culture and their perspective. (Samudeo, Interview, Avon Creek)

Seeming to understand that the school needed to work to continue to build the Spanish instruction program, Samudeo noted, “I am currently working on really revamping our dual language program” (Samudeo, Interview, Avon Creek).

Regardless of specific details of the formal Spanish HL instruction through the school’s Spanish classes, there appeared to be a through line of a Language as a Resource orientation toward Spanish as it was seen as helped students with their cognitive flexibility (Fox, Interview, Avon Creek; Valdez, Interview, Avon Creek) and potentially would help in their future social

mobility (Aguilar, Interview, Avon Creek; Samudeo, Interview, Avon Creek; Smith, Interview, Avon Creek; Valdez, Interview, Avon Creek). Some school leaders talked about this as they drew on their personal experiences to guide their daily work to justify their HL use at Avon Creek.

In addition to the orientation of Language as a Resource for social mobility, Avon Creek school leaders also oriented toward Language as a Right and as a Struggle as they and their students regularly translanguaged and ensured linguistic freedom during the educational experience. ESL teacher Fox was “constantly giving directions in both English and Spanish” (Fox, interview, Avon Creek) and the school office staff talked with students, parents, and other school staff in Spanish (Office Area, Observational Field Note, Avon Creek) in a what Valdez said was an even 50/50 split of English/Spanish (Valdez, Interview, Avon Creek). In addition, teachers and paraeducators regularly translanguaged for students to support academics (ELD Class, Observational Field Note, Avon Creek) and students translanguaged with other students (Lunch – K, Observational Field Note, Avon Creek, Spanish Class, Observational Field Note, Avon Creek).

When staff were not able to translanguage, they used other adults or a digital translation device called a Pocket Talk, which Aguilar described as “a tiny, little smartphone-looking thing. And you can pick whatever language you want to translate” (Aguilar, Interview, Avon Creek). Perhaps, Fox summed up the idea of how the school used Spanish in the school setting as she noted, “I think everyone has a has a right to the language that is either their heritage or that they grew up with because it, it frames how you see the world and it frames your cultural perspective on everything” (Fox, Interview, Avon Creek). To that end, she saw the Spanish HL to support the EBLs’ learning as a matter of Democratic Equality.

While the school leaders used Spanish directly for academic support, as mentioned above, they also used Spanish in more casual manners around the school to form positive connections with students and families. For students, the use of the HL lowered their affective filter and made them more comfortable with learning. As Fox reflected on Avon Creek, she explained:

I'm very much a proponent of the student needs to feel comfortable in the space to be able to learn...and so those bilingual staff members are vital to those students being able to feel like part of the community and right in the group. (Fox, Interview, Avon Creek)

Assistant Principal Samudeo reinforced Fox's idea of Language as a Right and explained that any school staff who could communicate in Spanish would help out to support students or families when they were available. He explained:

[We have] unofficial roles. Most of the bilingual staff in the school are willing and ready to help, and assuming they don't have other commitments and like I will, I usually tell the staff if they need me to translate, just let me know. Happy to, and... actually, most of our full-time is our instructional assistants are bilingual as well.

Along these lines, at Avon Creek, the data related to the school leaders' use of the HL to build positive connections with families. As Assistant Principal Samudeo talked about connections with families of Avon Creek's school community, he noted:

I don't have any numbers off the top of my head, but I would say [the] majority of the families speak Spanish predominantly at home. And I would say that because of the majority of [the] phone calls that I make are in Spanish with the parents. (Samudeo, Interview, Avon Creek)

Valdez, the official school registrar, echoed this idea as she discussed, “Well, for me, a lot of our families do come from other countries. So, I just speak Spanish, so I'm able to communicate with a lot of the parents at the school as well” (Valdez, Interview, Avon Creek). She continued to note that the communication is “provided in both languages [and]... if we have any parents that need translation, we make sure we have a translator scheduled” (Valdez, Interview, Avon Creek).

In addition to general school communications, the school leaders at Avon Creek also talked about connections with families through their school’s cultural events. These events included celebrating Hispanic Heritage Month and their Fiesta Latina (Valdez, Interview, Avon Creek; Samudeo, Interview, Avon Creek). As Valdez described the connections, she explained:

So, we try to do a lot of things to make sure that they are embracing their culture. So, I know that ...we do have our Spanish heritage month, that's usually in September. We do different things for the kids that month. We have our Spanish heritage event, which has become very popular. We usually have, you know, kids dressing up in clothes of their own culture. We have participants who come from the community, so DJs or singers. And then a lot of our families at that time they'll bring food from their different countries, and then that's shared with all of the school. So, I mean, it's been very heavily attended. I think it's grown. I think we've outgrown it, if anything, it's like too large now. But the families love that. (Valdez, Interview, Avon Creek)

Similarly, Samudeo talked about school cultural events such as the Fiesta Latina and the Spanish Spelling Bee as ways they worked to form connections with families. He noted:

... We had a Fiesta Latina this school year. It was a huge success. Hundreds of students and families came to it. Students from our middle/high school campus, as well came with

their families and their younger siblings who came here. It was a huge celebration of Hispanic Heritage during Hispanic Heritage Month. The parents brought food, there was music, there was games, there was activities, the parents were smiling, interacting, the kids were having a great time. We had a guest artist who came and sang a few songs as well... I definitely think that that was a huge moment for us in kind of transitioning towards more of a building that connection between the school and our community of parents. So that's kind of our... we want to build on that moving forward. And tomorrow's Spanish Spelling Bee is another example of that. (Samudeo, Interview, Avon Creek)

Lastly, as the school leaders of Avon Creek worked to support EBLs each day, they followed their goals of education that related to Democratic Equality. Assistant Principal Samudeo articulated his stance as he clarified, "I think of my social studies background. It's so important for our students to leave learning... [about] being responsible, being a good citizen" (Samudeo, Interview, Avon Creek). Similarly, Valdez noted:

I think that it's definitely important that I think we're helping these kids build up for their future, it's so important to be in school, and not only to learn, you know, math, science, social studies, English, I think a lot of it is also learning how to be socially aware. So, the kids are here, they're, they're learning a lot of things, but they're also learning how to work together with their peers. How to work with their teachers. And I think that's, that's definitely important in the real world, you sometimes use your social skills more than you use $A^2 + B^2 = C^2$. (Valdez, Interview, Avon Creek)

Aguilar also focused on supporting this idea as she noted, "So, I guess the goal of education is, you know, just giving them the tools that they need to be successful, and to be like, good people" (Aguilar, Interview, Avon Creek).

Avon Creek – General Meaning-making

The data collected in this research study showed that Avon Creek Charter School was well-positioned as a school to positively impact the school experience of its EBL students. They had a combination of the following attributes: a student demographic population of more than 90% Hispanic; a policy designation as a dual-language school that provided daily Spanish instruction to all students; an overarching focus on the use of HL in the school to connect with students and families through orientations of Language as a Right and as a Resource; several bilingual/bicultural staff who were also EBLs as children; and a team of school leaders who had a desire to work for a goal of democratic equality and an orientation toward Language as a Struggle. Together, these attributes illustrated how Avon Creek Charter School worked to position the educational experience of the EBL students toward one of Democratic Equality and social justice. At the same time, a lack of clarity related to programmatic details of the dual language experience, a noticeable gap in the purposeful professional development to best support EBL students, and a need for a more overt school-wide articulation of the goal of their daily work interrupted Avon Creek Charter School reaching its full potential in this area.

In the general meaning-making of the three research questions, the following themes emerged. For RQ1 and the area of policy, Avon Creek was guided by the presence of daily HL Spanish instruction for all students (Student/Parent Handbook, Document Analysis, Avon Creek; Withdrawal Form, Document Analysis, Avon Creek) and by LEA-level mission and vision documents that clarified the school's commitment toward bilingual students who engaged politically and socially with society and the World (Mission and Vision, Document, Avon Creek; Student/Parent Handbook, Document Analysis, Avon Creek).

Related to RQ2 and the experiences and professional development, the school leaders at Avon Creek demonstrated a commitment to the EBL students in this urban setting. Several of the school leaders grew up as EBLs and leveraged their bilingual and bicultural abilities to form connections with the school families and to forge positive relationships with the students and the families that supported the students' access to their education. In addition, many of the school leaders had previous professional work experience from other schools in urban settings, formal certifications in ELD instruction, and professional experience in coaching and supporting teachers and staff. The school leaders recognized the lack of specific professional development related to EBL students and wanted to lean into this need going forward. In the area of RQ3 and the daily work of the school leaders, Avon Creek oriented the use of Spanish HL in school and the broader school community via Language as a Right and as a Resource. They did this intending to ensure that all of the EBLs and their families were appropriately connected to the educational experience at Avon Creek. In addition, the school leaders shared common goals of education of Democratic Equality; However, these were more a collection of individual goals than one collective school-wide goal. The school leaders at Avon Creek Charter School – Elementary, connected with the orientations of Language as a Struggle as they worked to purposefully resist framing language-minoritized students from a deficit perspective and as they worked to connect the language diversity of the Avon Creek Charter School community within the realm of local control of their school and community.

Case Site 2 - Marshall Brant Elementary School

Marshall Brant Elementary School was one of 15 elementary schools in the South Codorus School District. As a large suburban district in southeastern Pennsylvania, South Codorus has the benefit of a strong tax base and solid school funding. The district also has a

public reputation as a school district of choice in the area for families who can choose which school district to live in. In addition, the district's student body is steadily diversifying and becoming more non-white. Marshall Brant Elementary School is at the forefront of that change. Recent school-wide demographic data at Marshall Brant for students who identify as non-white reported about: 25% Hispanic; 10% Asian; 5% 2 or More Races; and 5% Black (Pennsylvania Department of Education, 2025). In addition, the Percent Enrollment by Student Group information showed about 30% Economically Disadvantaged, 20% English Language Learner, 15% Special Education, 1% in homeless, and 1% Military Connected (Pennsylvania Department of Education, 2025). The school had two prominent sub-communities that make up their population of students who are receiving ELD services: Hispanic and Ukrainian. The Hispanic community was larger and was the focus of this research study; therefore, I only collected data related to that portion of the school community's EBL population. However, as Assistant Principal, Durango was reflecting on the changes over the last few years in the school-wide population, she recalled:

I think at the building level, it's been a shift as our population [of students receiving ELD services] has grown [from my] first year [when] it was 30 students [in grades] one through six. And now we're at like, 170; total monitored, probably 220. So, it's been a shift in programming. (Durango, Interview, Marshall Brant)

As I collected data for this research study, I directly interacted with eight school staff members. Table 4 shows an overview of information related to each participant: the participant's pseudonym; job title; their experience in education (in 5-year increments); and the way I collected data from them - whether it was an interview or data collected via observational field notes (OFN).

Table 4*Marshall Brant Elementary School Participants*

| Pseudonym | Job Title | Experience in Education (in 5-year increments) | Data Collected (Interview/Observational Field Notes) |
|------------------|-----------------------------|---|--|
| Amber Houck | ESL/Kindergarten Teacher | 25-30 | Int & OFN |
| David Bremmer | Principal | 25-30 | OFN |
| Hailey Stoneback | Librarian | 25-30 | OFN |
| Karen McAllen | STEM Teacher | 5-10 | Int & OFN |
| Michelle Durango | Assistant Principal | 5-10 | Int |
| Sage Vesterson | ESL Teacher | 5-10 | Int & OFN |
| Susana Miranda | ESL Aide | 0-5 | Int |
| Victoria Vegas | ESL Aide | 0-5 | Int |

Marshall Brant – RQ1: Policies and Practices

Marshall Brant Elementary School’s support of EBLs was mostly impacted by policies at the school-leader level. This was largely a result of the experience and commitment to EBLs by the school assistant principal and principal. The assistant principal, Michelle Durango, was an experienced ELD teacher and was also a WIDA Fellow (Durango, Interview, Marshall Brant). This meant that she participated in PLCs through the WIDA organization that related to many topics of supporting EBLs and then brought the pertinent information back to her school leader role at Marshall Brant Elementary (Durango, Interview, Marshall Brant). While school principal, David Bremmer, was not able to participate in a semi-structured interview for this research study, I interacted with him during the collection of observational field notes at the school, and other school leaders referenced him many times during their semi-structured interviews. Often, the research participants cited him as critical in guiding the school toward

work of social justice and with a goal of education related to Democratic Equality. As Sage Vesterson, one of the school's ESL teachers, noted in her interview:

Yeah, um, I think Brant is a really special place. And like I said, I definitely got that impression [when I was interviewing here.] When I first talked to David...he was just kind of describing the school community and the atmosphere and the types of kids and like the students and families that we support. ...The longer I've been here, the more that is apparent to me, he and Michelle...[do] an incredible job of trying to foster a really welcoming environment for families, especially our families who don't speak the language and might not be able to navigate some of our US systems as easily. (Vesterson, Interview, Marshall Brant).

While the school leaders at Marshall Brant focused toward Democratic Equality, the LEA-level policy focused on EBLs who qualified for ELD support only, and where they received their education. This related to a language orientation of Language as s Problem. As I started to collect data for this study, the school district had an overarching policy that regionalized much of its EDL support. The LEA-level regionalization policy caused students in some schools who received ELD support to go to a school that was not their neighborhood school, while their non-ELD peers remained in their neighborhood school (Durango, Interview, Marshall Brant). Because of the large size of their school's population of students who were receiving ELD support, Marshall Brant was one of the first elementary schools in the district to de-regionalize (Durango, Interview, Marshall Brant). As I was in the final stages of this research study, the South Codorus School District announced a switch to support all EBLs who were receiving ELD services in their neighborhood school. As the district noted on its website:

The number of multilingual learners in South Codorus has steadily increased between 15%-21% in the past three years and the only way to help our students meet their academic goals is to offer ELD support in all South Codorus schools beginning in the 2024-2025 school year. (Notice of Changes for the 24-25 School Year, Document, Marshall Brant).

This was a notable adjustment to LEA-level policy across the entire Southern Codorus School District and one that had a significant impact on the school experience of EBLs going forward. Allowing students who qualified for ELD support to attend their neighborhood school with non-ELD students was a policy oriented more toward Language as a Right. The adjusted LEA policy related to ELD services in neighborhood schools did not include kindergarteners, however. The district clarified that as they noted, “Please note this only affects students in grades 1-12; Afternoon ELD kindergarten for next year will still be offered in the following buildings: Marshall Brant, Sugar Maple, Folding Creek, and Schwartz” (Notice of Changes for the 24-25 School Year, Document, Marshall Brant). South Codorus School District only had a half-day kindergarten program. Therefore, the school district had EBL kindergarten students included in the general AM kindergarten sessions and then had all of the EBL students, who were of a certain ELD level and who qualified for additional support, participate in an additional, ELD-focused, PM kindergarten session (Miranda, Interview, Marshall Brant; Houck ELD Block, Observational Field Note, Marshall Brant). This LEA-level policy for an ELD-focused, PM kindergarten session was more in line with the orientation of Language as a Right and Language as a Struggle, as it created an educational language program that provided additional support via the students’ HL and worked to undo some root causes of racial inequality.

When discussing other policies related to EBLs at Marshall Brant, Durango almost immediately referenced WIDA as a State-level policy that was guiding the school leaders' work. Durango noted, "But WIDA, for me, has been a game changer. (Durango, Interview, Marshall Brant)." One of the ways in which the school leaders at Marshall Brant used the WIDA to support students was when a new EBL entered the school. Their document noted: "1st half of school year- test using WIDA screener grade lower (ex. 4th grader take gr. 2-3 screener); 2nd half of school year- test at current grade level cluster; Print writing booklet for younger grades (1-3); Score screener on DRC" (When a New ML Enters School, Document, Marshall Brant). In addition to this WIDA-focused school leader-level policy for when a new EBL entered the school, the leaders at Marshall Brant also leveraged policies related to academic instruction such as co-teaching (Vesterson, Interview, Marshall Brant; Houck, Interview, Marshall Brant), pull-out instruction (Vesterson, Interview, Marshall Brant; When a New ML Enters School, Document, Marshall Brant), and translanguaging (Houck, Observational Field Note, Marshall Brant; McAllen, Observational Field Note, Marshall Brant; Stoneback, Observational Field Note).

There was a de facto policy related to how the school staff used iPhones and iPads to use the HL in the school. The school leaders regularly used these devices to translate the conversation between students and school leaders. This ongoing attempt to communicate clearly with students in their HL demonstrated an orientation of Language as a Right. Sometimes this occurred in ELD classes (Houck, Observational Field Note, Marshall Brant, Houck, Interview, Marshall Brant), or in general education classes like their school's STEM (Science, Technology, Engineering, and Math) class (McAllen, Observational Field Note, Marshall Brant), in library (Stoneback, Observational Field Note), or during a multi-grade science exploration activity

(Houck, Observational Field Note, Marshall Brant). The librarian, Hailey Stoneback, demonstrated how she used students' HL in library studies as she worked with one EBL on a research project and shared with students where the section of books in Spanish was in the school library (Stoneback, Observational Field Note, Marshall Brant). Sage Vesterson, an ESL teacher, talked about HL use as a foundational school aspect that drew her to join the Marshall Brant team. She noted:

I wholeheartedly support that. That's one of the things again, that kind of attracted me to Brant. ...In my first conversation with David, he was asking me how I felt about kids [who are] learning English, being given books in their L1, or being taught things in their L1. I was like, I think that's amazing. I think they should do that. I think that's super important to help them keep their national identity. And also, we've seen a lot of studies that show that keeping your L1 or having literacy in your L1 helps you with your literacy and your L2 or L3, or whatever it is. And that is the tie to your heritage as well. And I think that that's something that's so important. (Vesterson, Interview, Marshall Brant).

Lastly, related to RQ1 and policies at Marshall Brant, there were identified policies for the ways in which the school leveraged staff to support the overall educational experience of the EBL students. The school had established a process of co-teaching and lesson planning that defined roles to take full advantage of the various staff they had available to support the students (Lesson Plan, Document Analysis, Marshall Brant). This co-teaching and lesson planning focus worked toward a goal of Democratic Equality as it worked to provide students with what was needed to overcome barriers in their education. To support this process, they had a large team of ESL teachers. In explaining this, Durango noted, "And over the [last seven] years, that evolved from just one teacher...we now have seven. So, there are seven ELD instructors. [And]

there are one to two ELD assistants, and several staff who are also bilingual” (Durango, Interview, Marshall Brant). At Marshall Brant, that equated to one ELD teacher for each grade level in a building with 685 students. In addition to this large team of staff that directly supported the ELD program, they were also focused on leveraging other staff, such as reading specialists and paraeducators, to best support student needs – EBLs and non-EBLs alike. Again, Durango explained this as she shared:

...and then we developed [a] building-wide ... sort of, I want to say like an unspoken contract between all the different roles in the building, the roles that they filled during a RELA block, and how important it is that we need to make sure all roles are covered when co-teaching. So, whether it's special ed, Gen Ed, ELD.... support staff, and a reading specialist, everybody has a specific role and how they're supporting the RELA block. And depending on the co-taught model, we need to make sure that all of those roles are covered. ... But that's been a huge focus for us too. It's just to empower all of these educators to meet the needs of the learners. (Durango, Interview, Marshall Brant)

Marshall Brant had many well-established policies related to supporting EBLs. While they followed the general state-level policies such as WIDA and other required programmatic structures, there was also a newly defined LEA-level policy related to educating EBL students who qualified for ELD support in their neighborhood school, and many school-level de facto policies.

Marshall Brandt – RQ2: Experiences and Educational Training

The school leaders supporting the EBL students of Marshall Brant had a variety of experiences and educational training that they brought to their professional responsibilities.

While those experiences varied broadly, there was a cohesion of focus that resulted from specific EBL-focused trainings. Some of the trainings came to the school as a result of an individual's prior professional experience, as was the case with the Assistant Principal, Michelle Durango. And sometimes the professional learning came from an ongoing commitment of school leaders to continue to learn and grow. As ESL/Kindergarten teacher, Amber Houck said it:

I think that the stuff that Michelle has given us to read as a department - she's given us some texts, some books, like we tried to do a book study on different ways of co-teaching - that's been more helpful. Oh, that's been more helpful than anything that we've gotten so far. (Houck, Interview, Marshall Brant)

At the lead of supporting EBLs at Marshall Brant was Michelle Durango, the assistant principal. She was an experienced ESL teacher who was also a WIDA Fellow at the national level. As a WIDA Fellow, she was part of an ongoing PLC. When recalling it, she explained:

Yeah, so, it's something you have to be nominated for it. It's a yearly thing. And it's the WIDA fellowship basically means that you're a part of this PLC and some projects that we are working on. So, I had a meeting last night, we're reading *Coaching for Equity* by Aguilar. So, our PLC is all on administrators or instructional coaches. It's been really helpful to just hear what you know people in other states are doing are struggling with some of the models that they're implementing, some of the research out there that I might not have been exposed to, or isn't out yet. So that's been really helpful just to kind of keep it present and not stale. (Durango, Interview, Marshall Brant)

Durango's professional experience also included being a continual advocate who worked to influence State-level policy. She explained this as she shared:

I actually wrote a letter to PDE to ask them to change the language to multilingual learners, because that's the language that WIDA uses ...to kind of encompass and support our students who speak multiple languages and heritage languages and, you know, second or third languages... I co-wrote it with Gisele Fetterman. So, the two of us wrote it together to ask for the more inclusive language. They haven't shifted yet, but you know, I can hope. (Durango, Interview, Marshall Brant)

Durango's professional career started in North Carolina, where she worked in an alternative school and then as an ESL teacher, with a very large case load. She clarified:

...and then [I] became the ESL teacher at an elementary school there, and my caseload was like 80 to 100. So, I just like dove in, was in it. So, it was a lot of like 30-minute lessons all day long, and I didn't really feel like it was as effective as it could have been, but it was the model that was already in place there. So that was my first two years of experience there. (Durango, Interview, Marshall Brant)

Before moving to North Carolina, Durango lived in Pennsylvania and completed her undergraduate degree at Penn State University, where she studied Spanish. Then, after multiple years in North Carolina, she moved back to Pennsylvania and joined Marshall Brant Elementary School as an ESL teacher. After a few years in that role, she was in a community liaison/Dean of Students role and then became the assistant principal (Durango, Interview, Marshall Brant).

In reflecting on her family background and how that shaped her experience with languages, she recalled that her grandfather was a Spanish speaker, but that her dad did not speak Spanish. She speculated that it may have been related to a Language as a Problem orientation when he was growing up (Durango, Interview, Marshall Brant). According to Durango, her father never said he was Latino; instead, he said he was Italian (Durango, Interview, Marshall

Brant). As she reflected on this more, the language/culture turned full circle and brought her back to her work supporting Spanish-speaking EBLs at Marshall Brant, as she said:

So, my mom is very Italian. And my dad, his father, my grandfather, speaks Italian and Spanish. Okay. But for some reason, it was just kind of, we were never, we were never told that we were Hispanic or Latino. It was we're Italian...It's really interesting. I guess because he spoke a little Italian didn't speak Spanish, so it was just more likely carried with them. But yeah, it's been interesting, as you know, we talk about it, and kind of my role here, and that I speak Spanish is kind of funny to talk about. (Durango, Interview, Marshall Brant)

Another school leader at Marshall Brant who also had a background in ELD was ESL teacher, Sage Vesterson. She was in her second year in the school district and was working primarily with EBLs in second and sixth grade (Vesterson, Interview, Marshall Brant). Prior to joining Marshall Brant, she worked with the Peace Corps in Ecuador, and she had also taught Spanish in Wisconsin (Vesterson, Interview, Marshall Brant). Not only did Vesterson recall the commitment to the use of the HL in school as a key aspect of Marshall Brant that drew her to work there, she also recalled how Principal Bremmer shared the overall vision of their work serving EBL students and families. She recalled:

And David ended up with [my resume] and gave me a call. [He] asked if I'd be interested in an ELD position, which I had done that kind of work in the Peace Corps in Ecuador, and kind of on and off throughout my teaching experience. So, it sounded really interesting, especially just the way that he talks about... like the smells and the community... that he and Michelle have tried really hard to foster. That was really attractive to me. (Vesterson, Interview, Marshall Brant)

In addition to her professional experience in the Peace Corps and her ESL work, Vesterson also had some international living experiences as a child because “growing up, my dad was in the military, and we moved around a lot. We lived overseas a couple of times” (Vesterson, Interview, Marshall Brant). With further reflection, she clarified that she had lived internationally and had traveled a lot through the military, and then, after college, she continued to travel through South America and Spain (Vesterson, Interview, Marshall Brant).

Not only was her international living experience so formative that she continued to travel and practice her Spanish language abilities, she also credits these experiences for perhaps connecting her to supporting young children and their language acquisition. She shared:

... And I think from a pretty young age, I knew that that was something that I really enjoyed and really liked. And I always felt weird going to countries and not being able to say anything to any of the locals, and be able to get by. And so that's something that when I was really young, I would try to pick up a couple of phrases for whatever country we were going to be visiting or going to, when we lived in Japan, I started learning Japanese so that I could get around a lot easier. And I just saw that as a gateway to be able to further and better immerse myself in different cultures, and just kind of grabbed on to Spanish because it came really naturally. And it was what was available at school. (Vesterson, Interview, Marshall Brant)

There were other examples of professional experiences with international cultures and schools in the staff at Marshall Brant. One such example was with school principal, David Bremmer. While Bremmer did not participate in the research study as an interviewee, he did share some school leader-specific information when I was gathering observational field note data, as he explained the lay of the school and some of their work supporting EBLs. Bremmer

holds a PhD in Comparative and International Education and specifically transferred to Marshall Brant from another elementary school in the district because of his view of a Democratic Equality goal of education and his desire to support the EBL students and community of this school (Farmers Market, Observational Field Notes, Marshall Brant).

There was a common trait of experience with ESL and international education among the school leaders at Marshall Brant. There was also a shared trait of years of experience in the school and the school district. Six of the eight school leaders that I interacted with for this research study had been in the South Codorus School District for more than five years. Three of them for 25-30 years. One such staff member who had been at the school for many years and brought a consistency of knowing the school community was Amber Houck, ESL/Kindergarten teacher. A long-time fourth-grade teacher, Houck recently received her ELD certification through Eastern University and transitioned to join the ESL team. Another established member of the Marshall Brant community who participated in this research study was Hailey Stoneback, the school librarian. Like Houck, Stoneback had been at the school for 25-30 years. She had a long-standing connection to the school community, and she was committed to helping support students' literacy across languages. Stoneback demonstrated her orientation to Language as a Right and as a Resource as she supported EBLs in the school library to ensure they had adequate access to resources in their HL for both research and free reading (Library, Observational Field Note, Marshall Brant).

It was not only staff who had been at the school for a long time who were committed to EBLs. Karen McAllen was in her first year at Marshall Brant as teacher of the STEM class; an itinerant class on a schedule similar to Art, Library, or Physical Education where homerooms of students learned about and explored STEM-focused topics. While she was relatively new to the

school, McAllen was also committed to serving students who were EBLs. She also oriented toward Language as a Right and Language as a Resource based on various culturally diverse experiences she had earlier in her life and professional career as she traveled and taught in the city of Philadelphia. As she recalled some of these experiences and the way they shaped her, she said:

When I was in high school, I traveled abroad to Spain and we went on like a three-week trip. And it really just, it made me feel like that, like outsider and I, and I never want to [feel] like...an outsider in a negative way. Like, I love the immersion of the culture...But I also just remember feeling like those tiny spaces where people were, I knew people were kind of going out of their way to like, help me understand. And I guess I took that piece with me to be like, if even though I know, I do not speak in [the students'] home language. I want [the students] to know that I'm open to it. And I'm open to trying to understand, and I want to be able to like get [through] our communication barrier.

(McAllen, Interview, Marshall Brant)

McAllen built on these feelings of openness and inclusion as a college student at Philadelphia University and as a teacher when she started her teaching career in Philadelphia. She fondly recalled having a love for the city and the diversity of backgrounds in the students and school community she served (McAllen, Interview, Marshall Brant). Specifically, she recalled an early-career teaching experience where she had a lot of EBLs of West African descent who had a HL of French (McAllen, Interview, Marshall Brant). As McAllen talked about her previous professional experience and her current experience at Marshall Brant, she continued to share ideas related to the goal of education of Democratic Equality as she worked to

provide students with whatever support they needed to adequately access the educational experience of her STEM classroom.

There were two Latina paraeducators at Marshall Brant whom the school team identified as key school leaders supporting EBLs. They were Susana Miranda and Victoria Vegas. Both were native Spanish speakers and had personal experiences that caused them to identify closely with the students they served. Also, both had previously been parents of children at the school (Miranda, Interview, Marshall Brant; Vegas, Interview, Marshall Brant). Miranda, a trained certified public accountant, had been working at the school since the fall of 2020, but Vegas had only been working at the school for two years (Miranda, Interview, Marshall Brant; Vegas, Interview, Marshall Brant). As Miranda reflected on her life experiences and made connections between her life as a child and the EBL students she helps, she recalled:

I know what it is to come from hard-working people. And I mean, [my parents] came to this country, [and] they worked hard. And...they only spoke Spanish, so I did not show up to school speaking English. I had to learn it, and back then... So, in that sense, I feel the connection with them. (Miranda, Interview, Marshall Brant)

Miranda also recalled that her parents identified with a social mobility goal of education. She shared how they always told her that she would go to college so that she did not have to “work hard” (Miranda, Interview, Marshall Brant). As she talked about the EBL students she was working with at Marshall Brant, she shared that she understood that not all of the students would go to college; However, she worked to make sure they had increased opportunities. She said, “They can learn and maybe they won't all go to college, but at least they will have the option if they if they feel like they can do it. They can. So that's how I relate to them” (Miranda, Interview, Marshall Brant). In addition to her cultural and experiential connection to the EBLs at

Marshall Brant, Miranda had another layer of connection to the student and the school, as a former parent. She spoke positively of the experience that her children had at the school and about how excited she was to have an opportunity to return to support the school in a staff role. She explained, “When one of my friends invited me to come here to work, and they explained me the situation here, I was so excited. Because that for me is an opportunity to be close with my country... or my culture... Yeah” (Miranda, Interview, Marshall Brant).

Victoria Vegas also identified with this feeling community support as she said, “...I do too, in a sense. And like, giving back, exactly giving back to the community, to the culture ...that's what you feel. I mean, I feel that too. Exactly” (Vegas, Interview, Marshall Brant).

Vegas specifically talked about her role supporting the EBL students as she said:

So, for me to be able to support the teachers to help the students that [have] the same experiences as me. I think that is very grateful. So, for that reason, I think [it] is like... it's so exciting to work with them. So excited and so nice to be able to help mostly... kids that... need that support, and I think when they saw us that we can speak Spanish...as them.... for them is like to be a calm, I think so to be like with familiar with [us]. (Vegas, Interview, Marshall Brant)

Vegas also reflected on how her experience was different from Miranda's and the EBL students, as she grew up in Mexico and came to the United States more recently, as an adult. She noted, “In my case, [it] is different because I got my degree in Mexico. So, I came here six years ago...” (Vegas, Interview, Marshall Brant).

Along with the previous professional experiences and the personal experiences, RQ2 relates to the professional learning of school leaders. Marshall Brant showed an ongoing commitment to continued professional development. During the interview with Assistant

Principal Durango, she noted her continued professional growth as a WIDA Fellow and how that helped her learn and grow via her WIDA Fellow PLC and then bring that learning back to Marshall Brant (Durango, Interview, Marshall Brant). Also, during many interviews, the school leaders referenced in-school and in-district professional growth; such as a book study that Durango and the ESL team were currently engaged in and district-wide presentations that she and other Marshall Brant school leaders presented for South Codorus School District Teachers (Durango, Interview, Marshall Brant, Houck, Interview, Marshall Brant, Vesterson, Marshall Brant). As a result of this commitment to professional learning, Marshall Brant was more actively working toward a goal of Democratic Equality for EBLs than other schools in the district. Karen McAllen, STEM teacher, highlighted this. McAllen worked in three different elementary schools (McAllen, Interview, Marshall Brant) and was therefore uniquely positioned to witness this difference in professional learning at Marshall Brant and at other schools. As she talked about the experience at Marshall Brant and at other schools in South Codorus, she noted that she had learned a lot through the school leaders at Marshall Brant. McAllen noted:

I do feel like this was a big, big being at Brant this year...I feel like I learned things this year that I will take with me through my entire career. Like I feel like the things I learned from Michelle from Amber...and...just like...the kind of tips and tricks they helped create with...like working with your ELD students. I just feel like it's things that can really serve well with any population. So, I just kind of feel grateful for my, for my year here. (McAllen, Interview, Marshall Brant)

In addition to some of the ongoing professional development work at Marshall Brant focused on inclusivity, co-teaching, and student placement procedures, Marshall Brant was working to have all teachers approach their students as ESL teachers. Durango noted:

Just sort of like globally, looking at our staff as they're all ELD teachers. So, they all have to have the skill set and maybe varying abilities, right? ...but that's the dream, right, is that every teacher is an ELD teacher. So that's been a focus of a lot of our faculty meetings and [the] supports that we offer in building. (Durango, Interview, Marshall Brant)

In order to reify this goal, the school leaders recognized that the professional development needed to occur in an embedded fashion across the learning environments. Vesterson talked about how informal training and professional development occurred at Marshall Brant as she and other school leaders, "...just shar[ed] ideas with other teachers and bounc[ed] ideas off of each other and shar[ed] resources and techniques and things like that" (Vesterson, Interview, Marshall Brant).

Marshall Brant was aware that they were working hard to continue to learn and grow professionally to support the EBLs in their school, and they recognized that there was more to be done. They also noted that there was a lot of room for growth and more consistent support for EBLs across the district, including something as straightforward as translated district communications (Durango, Interview, Marshall Brant; Houck, Interview, Marshall Brant). Houck also noted that some of this district-level inconsistency has resulted from a frequent turn-over in the role of the supervisor of ELD; however, the new supervisor is a former Spanish teacher who is bilingual and that she is "seeing the inequity around the district...[and] ...she is trying to make it more uniform to make it more of an expectation" (Houck, Interview, Marshall Brant).

Vesterson also reflected on the need for continued growth in the resources that Marshall Brant has to support EBL students. She explained:

I mean, I think our biggest weakness is that we are ever growing, we are constantly taking in new kids throughout the year, and we're running out of space and resources. We just don't have enough teachers. And we have the largest ELD team in the district with seven ELD teachers. ...Many of us are co-teaching - oral co-teaching in at least one grade, and we're just running out of time and space. ...so, it's time...I think the biggest challenge. But that's, that's so much that's out of our control at this point. (Vesterson, Interview, Marshall Brant)

Recognizing the many positive resources that the school leaders at Marshall Brant were already doing, Durango also recognized they “have a lot that we can work on” (Durango, Interview, Marshall Brant). That recognition of growth and the openness to it underscores the strong foundation at Marshall Brant that draws on the professional experiences of the school leaders to continue to support the EBLs in their school. Durango articulated this as she noted:

But the hustle here is palpable. There is no one strolling through a hallway; we are sleepwalking like everybody, like every minute is valuable. And teachers have been such an important part of the things that we aren't able to see. And they're not afraid to share those things. They're not afraid to point families in the direction of resources. So, I think part of that has been, you know, leadership driven, and that we've empowered teachers to say those things and to say, “You know what, we're missing in our blind spots.” But, also just a collective hustle that it's all hands on deck every day. (Durango, Interview, Marshall Brant)

Overall, the data related to RQ2 and Marshall Brant Elementary illustrated the interconnectedness of the professional learning of the school leaders and their previous experiences. The professional learning was not outside-in as a result of organized LEA

initiatives, but rather was inside-out, which grew from the collective previous personal and professional experiences of the school leaders.

Marshall Brant – RQ3: Daily Work of School Leaders

The data collected regarding the daily work of the school leaders at Marshall Brant demonstrated a multifaceted commitment to the EBL students and families of the school community. There was a “palpable hustle” (Durango, Interview, Marshall Brant) of a galvanized staff who focused on doing whatever they could to support a goal of Democratic Equality for their students. Their daily work showed that they valued the students’ assets and used the HL to ensure the students were prepared to access the educational environment and that the family was seen, connected with the school, and supported with a variety of school-based community resources. In addition, the school leaders organized the academic side of the educational experience so that all students were receiving individual supports, as appropriate, and were on a path toward academic achievement as they matriculated through Marshall Brant and on to the secondary level. In addressing the underlying hustle and commitment of the staff, building veteran Houck stated it had been a part of the daily work of Marshall Brant for many years. As she put it:

But this building has always been a building where you needed to work hard. In order to make sure the kids were successful. You can't just read the manual and walk out the door at the end of the day and think everybody got it because they have it; you have to work hard if you're going to be here, as we say, you have to hustle. And if you stroll, you got to go. (Houck, Interview, Marshall Brant)

The fast-paced and student-centered work ethic that Houck described was part of the Marshall Brant school culture and was connected to a goal of Democratic Equality, and it served

the purpose of supporting the EBL students. As Durango recalled, "...it is [the] leadership in these offices or our teacher leaders, people that have been here for a long time, the advocacy of for students is tireless, because it's every day" (Durango, Interview, Marshall Brant). And one of the key foundational aspects of the daily work of the school leaders at Marshall Brant was to support the EBL students through an asset-based mindset (Durango, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant). Vesterson noted this as she shared the way in which the school principal leads on and the faculty has really come to champion, knowing that the students come with so many other strengths (Vesterson, Interview, Marshall Brant). There was further evidence that this asset-based approach was specific to Marshall Brant as a STEM teacher, McAllen noted:

And like you said, you can kind of feel that as you are in [this] building, and you're talking to the students, and you're seeing the interactions of and ...you're seeing the interactions of the school leaders with the students. I feel like [the EBLs are] seen as a strength here, where I feel like in other places...I do feel more supported in language development here than I do at the other buildings. (McAllen, Interview, Marshall Brant)

McAllen continued in this vein of the long-standing commitment to hard work, supporting EBL students as she said:

...it's interesting, because it's, it's definitely a special a special place to work at. And it's because of that, but you can you can almost feel it when you're there. Like it's...[it] feels different than most of the schools that I work at because ... they are promoting students' home languages and where they come from and how much the diversity is valued here. (McAllen, Interview, Marshall Brant)

Other school leaders noted the principal and the assistant principal as setting the foundation for this commitment to work at Marshall Brant. Specifically, Vesterson credited assistant principal Durango with the underlying advocacy; however, she also recognized the total staff commitment (Vesterson, Interview, Marshall Brant).

In addition to seeing the students through an asset-based lens, the school leaders at Marshall Brant also considered it a foundation of their daily work to make sure the students were comfortable and ready to learn; or as McAllen said it, “Happy and safe and loved and feel like this is their place” (McAllen, Interview, Marshall Brant). The school leaders at Marshall Brant worked to support this focus on student well-being in many ways. There were welcome messages and informational posters in multiple languages (Library, Observational Field Notes, Marshall Brant), displaying flags from the EBLs countries of heritage (Newcomer Small Group - Vesterson, Observational Field Notes, Marshall Brant), some teachers or staff translanguaged regularly or let other students translate for peers when the students needed it and when it was appropriate (Houck, Interview, Marshall Brant; STEM, Observational Field Note, Marshall Brant; Miranda, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant), and sometimes checked in with basic needs like if the student slept well during the prior night heritage (Newcomer Small Group - Vesterson, Observational Field Notes, Marshall Brant).

The use of the HL in the school was multifaceted. The school leaders used it both to ensure the students were comfortable, thus lowering their affective filter (Krashen, 1982) and make them more supportive of quality learning and language acquisition, they used it to clarify academic content and avoid common mis-understandings (Miranda, Interview, Marshall Brant) they used it so support students’ learning of content in extracurricular areas (Library, Observational Field Note, Marshall Brant; STEM, Observational Field Note, Marshall Brant),

and they used it to help to increase connections to the learning and minimize negative behaviors. As Vesterson explained, they used the HL to support the learning so that students did not, “[feel] like they're being left behind. They're they don't know what's going on. [So] they're [not]feeling lost and scared” (Vesterson, Interview, Marshall Brant).

As the school worked to support the educational experience of the EBLs at Marshall Brant, they focused on the academic instruction “system-wide” (Durango, Interview, Marshall Brant) and what was appropriate for each student. Durango noted that all of the school leaders and the whole staff collaborated strongly (Durango, Interview, Marshall Brant). As they worked together, the school leaders of Marshall Brant followed a procedural document that outlined what they did when a new EBL student entered the school. This document identified how they built the schedule for the student with appropriate academic supports and how they assessed general English literacy, Spanish literacy, and how they adjusted if there the student met the criteria as an EBL that had a Students with Limited or Interrupted Formal Education (SLIFE) (WIDA Consortium, 2015) designation (When a New ML Enters the School, Document Analysis, Marshall Brant). Admittedly, there was a priority focus on students who were newcomers or designated as SLIFE students. In addressing these students from an orientation of Language as a Struggle and with a goal of Democratic Equality, the school leaders noted that these students needed the most support immediately to ensure they had equitable access to the educational experience (Vesterson, Interview, Marshall Brant). And therefore, the school leaders coalesced to figure out and deliver what the students needed. (Durango, Interview, Marshall Brant)

As Durango worked to support the EBLs that had an identification as SLIFE, she articulated how she needed to work for a goal of Democratic Equality because sometimes, out of fear or misunderstanding of the school system, the families would not advocate for themselves.

In addition, she noted that many of the SLIFE EBL students can come with transitional trauma and it is imperative the Marshall Brant team listen to those families and connect the families with community resources or programs that can support the family, help the students, and work to make sure that the families are getting what they may need; not only in the short-term, but also as they move on to middle and high school (Durango, Interview, Marshall Brant).

More importantly, Durango noted the importance of connecting with families to support them and to work to remove any barriers they had to accessing the school environment so the EBLs could more fully access their educational experience. She said:

[We] will never understand all that [a] family has been through to get here and the barriers that they are facing... So, to recognize that and make sure that we're supporting [them] in the best ways that we can to meet some of those needs so that they are able to access education. (Durango, Interview, Marshall Brant)

Thus, the school leaders, partnered with social workers, connected families with lawyers if the family requested. Vesterson provided an overview of this when she said:

...We're really fortunate to have the connections in the community too. To groups that support immigrants - legally, with work, with therapy, knowing their rights, all of those aspects of supporting a family too because you want them to build roots. You don't want them to [move] multiple times into multiple districts. You want them to be able to create a community of their own and a sustainable one. (Vesterson, Interview, Marshall Brant)

In addition, to the community resources that reached beyond the school, Durango mentioned the critical role that their school's psychologist played in directly supporting EBLs with SLIFE status in their academic programing. She noted, "she's incredible, like, her ability to see the big picture for a multilingual learner. And you know, navigate the evaluation

process...she's really attentive to our SLIFE students and interventions and the data...She is very thorough” (Durango, Interview, Marshall Brant).

In addition to the daily work, co-teaching and collaborating in the classroom instruction, the school leaders at Marshall Brant also collaborated closely to support the Multi-tiered System of Support (MTSS) process. Durango explained that the school principal, herself, the school counselor, the school psychologist, and a reading specialist meet weekly to problem-solve students’ academic progress and general student supports (Durango, Interview, Marshall Brant).

The detailed approach to support academics at Marshall Brant revolved around the commitment to co-teaching. Durango got the process started about six years ago when she was an ESL teacher in the school (Durango, Interview, Marshall Brant). She explained how that progressed into the development of what she described as:

...a building-wide [approach] like an unspoken contract between all the different roles in the building, the roles that they filled during a RELA block, and how important it is that we need to make sure all roles are covered when co-teaching. So, whether it's special ed, Gen Ed, ELD.... Support staff, and a reading specialist, everybody has a specific role and how they're supporting the RELA block. And depending on the co-taught model, we need to make sure that all of those roles are covered. So, whether a reading specialist is teaching the gen ed role, that Gen Ed role needs to be covered by the reading specialists so that...all the needs are met during that block. But that's been a huge focus for us too. It's just to empower all of these educators to meet the needs of the learners. (Durango, Interview, Marshall Brant).

Similar to how the school leaders were working to value students’ assets and make them comfortable in the school spaces so that they could fully access the education at Marshall Brant,

the school leaders looked for ways to forge connections with students and engage them in the academic learning process. As ELD/Kindergarten teacher, Houck, responded succinctly put it, "...you have to give each kid what they need. You have to start wherever they are. Start with whatever schooling they have, if any...whatever... language they have, if any" (Houck, Interview, Marshall Brant).

Houck went on to talk about the role of the HL in school as the students continue to emerge as complete bilinguals. I collected examples of the school leader's Language as a Right orientation as an ELD/Kindergarten teacher, Houck, communicated various times with students via Google Translate on the teacher's phone and via the student's iPad (ELD Newcomer with Houck, Observational Field Note, Marshall Brant). Another such example came as STEM teacher, McAllen, talked about how she used translation tools to include the students in the STEM learning activities. She said, "I want there to not be a communication barrier, as long as I can use tools and things to help them make me understand, [I will]" (McAllen, Interview, Marshall Brant). I observed this interaction in her classroom as she included students HL in her presentations to explain key directions and as she and a student had a back and forth conversation over a translation software on a phone so that she clearly understood what the student wanted to share (STEM, Observational Field Notes, Marshall Brant). In both of these cases, McAllen was orienting toward Language as a Right. McAllen further explained why she did this in her semi-structured interview. She shared:

I think I like to include the language, especially students' home language throughout, and I like to keep most of my materials... what's the word I'm trying to think of? I like to keep most of my things consistent for them. So, making sure that if I'm opening up a lesson [or] I'm opening up a unit to them, I'm including home languages that I know that

are in my classroom, as well as obviously doing it in English. And I feel like for me and ...my experience this year... [at Brant], I feel like it really goes a long way of making the students feel as though that I am including them, that it's not just being spoken at them. (McAllen, Interview, Marshall Brant).

In addition to the Language as a Right orientation, the school leaders at Marshall Brant also approached the use of the HL in school as part of their daily work via Language as a Resource orientation. The school leaders fostered the growth and development of the HL with the purpose of students being prepared for future endeavors (Houck, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant). Sometimes this seemed connected to a goal of social mobility, like when Vesterson talked about bilingualism as an asset in the global job market (Vesterson, Interview, Marshall Brant). However, Vesterson also explained how the resource of bilingualism and biculturalism opened individuals up to a better understanding of others. When they approached the HL use this way, it was in line with a goal of Democratic Equality, too. More specifically, Vesterson said:

Languages are resource[s], 100%. We're seeing that more and more in the job market. Like, just looking at that, being bilingual is such an asset. And as our world continues to get more and more global, that's an even bigger asset and advantages. Well, if you are bilingual, that also I think with bilingualism, to a certain extent, comes by culturalism it helps you understand another culture a lot more and see where other people are coming from. That's something that I think is so beautiful that our students, both the ones that both of our MLS [and our] gen ed students because we see them doing a lot of like little language exchanges and teaching each other you know, our MLS will teach our Gen Ed students they're our one and they'll start to like pick up phrases to try to communicate and

vice versa like you're able to walk into different cultures and see two different perspectives and I'm not really sure where I remember reading something about how doing that makes you a more open minded and empathetic person. Don't quote me on the research for that, but I would, I feel like, I've noticed that in myself as I have gone through my language journey and lived in different culture[s] like different countries and experienced different cultures. I've experienced them on a personal level, and I think that that is 100% accurate.

Durango also explained the outcome of bilingualism as more connected to a goal of Democratic Equality, as she explained that she:

...always tell[s] [her] students and families that both languages are important. Just because [it is] English Language Development doesn't mean that it's also not important for them to continue to develop in [their HL]...But I think the ideal situation is that the student feels confident enough in both to speak with their family and you know, speak in English and feels...doesn't feel that conflict of identity. (Durango, Interview, Marshall Brant)

The school leaders at Marshall Brant also used the HL to connect with families. They showed a commitment to facilitating easy communications with EBL families by utilizing and supporting the HL. For one, the staff recognized the bilingual abilities of multiple of their faculty and staff (Vesterson, Interview, Marshall Brant; Durango, Interview, Marshall Brant). In addition to those in-person translation, the school leaders also leveraged technologic resources such as Talking Points, a mobile phone-based application that automatically translates text messages between languages, (When a New ML Enters the School, Document, Marshall Brant) and Language Line, a phone audio service that connects callers to a live person who can translate

in real-time in the language the callers requests (Family Resources, Document, Marshall Brant; Durango, Interview, Marshall Brant). Not only did the school leaders use these tools to support them when the school-initiated conversation, but they also made the resources available for the families to use so that they could initiate conversations with the school. When a new EBL student started in their school, the school made sure to add the student and the family (and homeroom teacher if needed) to Talking Points (When a New ML Enters the School, Document, Marshall Brant; Houck, Interview, Marshall Brant). Also, the school leveraged a Family Resources document that they gave to families of EBLs that stated, “LANGUAGE LINE – If you are calling Brant or have a meeting scheduled and need help, you can request a translator or interpreter! Ask us for more information” (Family Resources, Document, Marshall Brant.) ELD/Kindergarten teacher Houck highlighted how these technology tools can help them connect with and learn from their families, as she said:

I think the more technology we have, and the more we make it accessible to parents, you know, the more they'll feel appreciated, the more they'll want to be involved. We use Language Line whenever we need it, to make them know that their input [is] value[d]. You know, their input is valuable. And we and we care what you have to say, You're the expert on your child for heaven's sakes. (Houck, Interview, Marshall Brant)

Connecting with families was a goal for Marshall Brant, as they approached these connections from a Democratic Equality perspective and a Language as a Struggle orientation. Vesterson talked about how she understood these orientations the longer she worked at the school. She said:

The longer I've been here, the more that is apparent to me...[David] and Michelle...have done like starting at the top of our school...I think an incredible job of trying to foster a

really welcoming environment for families. Especially our families who don't speak the language and might not be able to navigate some of our US systems as easily. (Vesterson, Interview, Marshall Brant)

As Durango reflected further on the idea of connecting with families from a Language as a Struggle orientation, she said:

Looking at [the] Language as a Struggle [definition] is really interesting, because I think language shouldn't be political, but there are aspects of it that are. And that, you know, affects our families. It affects the work that we do.... So, when you're looking at not only are these students or families, working through transitional trauma, working through learning a new system in general, then there's kind of this other struggle that they're pushing through, whether it's, you know, racial inequalities, like, you know, like written right here, but like, feeling like they are worthy of an education. I think that is something that, you know, as someone who's privileged, I will never understand, but I acknowledge that we have a lot of work to do, right. And as a district, as a community, we're always working towards it, but there's a lot. [There're] so many layers to it that we can't understand, but we can just do our best to remove some of the barriers. (Durango, Interview, Marshall Brant)

Houck continued to talk about the connections with families and how building strong connections supports communication between home and school directly and indirectly, as families connect and communicate with other families. She recalled this as she talked about how the word spread about an academic summer camp the school offered to students:

You know, for conferences, we were mentioning to one particular family, like, oh, we have this... summer camp from 8 [AM] to 12 [PM]. And... they'll focus on reading and

writing and math, and would you be interested in coming? And not two conferences later, the next parent came in and said, “Hey, I heard about this summer camp that my child gets to come to.” So, you know, we need to remember as teachers that they are...a parent community as well, and they rely on each other, they talk to each other, and we can use that to our advantage as well. (Houck, Interview, Marshall Brant)

Beyond the use of HL, another way that Marshall Brant worked to build connections among the EBL families was through attendance at school events. Two of the most popular events were the biweekly Farmers Market and the Cultural Heritage Night. The Cultural Heritage Night was in its second year, after a few years pause, and was a family showcase where families could share any aspect of their heritage or culture (Durango, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant; Welcome to Community Heritage Night, Document Analysis, Marshall Brant). In reflecting on this, Durango recalled, “...we had like 30 families; 30 tables. We had Henna, food, music, and all kinds of things” (Durango, Interview, Marshall Brant). Houck recalled the event with similar positive feelings about the size of the event, but also talked about how it connects the community. She explained:

In terms of, you know, engagement, we, we did just have our huge community heritage night, which was wildly successful. We had more families who presented this year, and even better, we had more families who came as guests. And that's always how you know you've hooked people in! They also knew there was free food. So, there's that. And there was a lot of really good food. It was great. (Houck, Interview, Marshall Brant)

As Vesterson talked about the cultural heritage event, she shared how it reached beyond just the EBL community and how it strengthened connections across the school community for families. She explained:

And it's been such a great way to showcase all of our different families. Heritage's not just our MLS; we've opened it up to the entire school community. And it's a really cool way to have this, like, allow the students and their families to show like to show their pride in their cultures and to share it, and it is just such a great, it was such a great experience. It's like so heartwarming, not to sound corny. But we had so many families participate in the family showcase where they brought food and music and other like they dressed in their traditional dress and write, you know, traditional tapestries and things, and had information about their country. We had Hana and all sorts of really interesting things, and families just got to go around and talk to other families and learn more about it and make connections, and it was just such a cool, cool experience. (Vesterson, Interview, Marshall Brant)

While larger single events like the Cultural Heritage night yielded many positive results, Durango was clear to note that supporting their EBL students and families was ongoing. As she reflected on this, she noted, "I know celebration is one aspect, but it's more like just the daily representation too. So that's been something we've had some faculty meetings about, provided different resources about" (Durango, Interview, Marshall Brant).

Examples of the ongoing work to celebrate families and to grow professionally are shown in the continual operation of the Farmers Market and the ongoing professional development work the school leaders engaged in. Bremmer was instrumental in starting a district-wide food bank program called the South Codorus Farmers Market at Marshall Brant (Farmers Market, Observational Field Note, Marshall Brant). This food bank was hosted at Marshall Brant but was open to the entire community of South Codorus (SC Farmers Market, Document Analysis, Marshall Brant) with no need for families to officially demonstrate financial need beyond there

signing up (Farmers Market, Observational Field Notes, Marshall Brant; Farmers Market Sign Up, Document Analysis, Marshall Brant). The Farmers Market has occurred two times a month since 2019 and has passed out an average of 10,000 pounds of free dry goods, fresh produce, milk, eggs, and bread, and some frozen meat and poultry at each event (SC Farmers Market, Document Analysis, Marshall Brant). In addition to the benefit of distributing food, the Farmers Market also served as an event that built and strengthened connections with the families and community. The school administrative team worked the event, talked with families, and reiterated invitations to other school events (Farmers Market, Observational Field Notes, Marshall Brant). Also, community members volunteered to distribute food at the Farmers Market. This included parents/guardians, community volunteers who were not parents/guardians, and former Marshall Brant students (Farmers Market, Observational Field Notes, Marshall Brant).

In order to work in recognition of heritage cultures in the daily work around the school, Vesterson shared an example of her work with a teacher a sixth-grade writing activity. She said:

Also, just again, like classroom routines [and] activities where we get to celebrate, like all of the kids' cultures...I know, in my sixth-grade class, one of the writing activities we did was... an I'm from poem. [This is] where the kids had to put in things like tiny details about their homes, or their home country, or their family and traditions. And then they got to share that. And so that was a really cool way to, for them to kind of tap into some of those experiences and memories, especially for our kids who might have had to leave, you know, places where they didn't, they weren't ready to leave, and they didn't necessarily want to. And maybe they left a lot of family behind. That's the case for a lot of our families. And so, it was like a really nice, kind of emotional and really meaningful

activity for them. So, I think a lot of the teachers try to incorporate things like that throughout the course of the school year, which again, that's such a cool thing, then we celebrate it the whole time. (Vesterson, Interview, Avon Creek)

One of the themes of McAllen's STEM class was that the students were always working to design solutions to real-world problems. In line with that theme, she shared how the class worked together to create a large class display that helped students to understand the various HLs and heritage cultures present in the class. She explained:

Like, we got to talk to all of our students and think about like, their heritage, and how they would greet someone. So, we created like this big reading board of all of the home languages from all the students in from K to six. And it was really, really cool and really impactful. And it opened up a lot of conversations about some of the families, just different language, languages that were spoken at home. And then some people were like, Oh, well, I speak Spanish at home. But we, my cousin speak[s] like a different like in a different dialect. And so, [it] brought out a lot of different conversations of different we were looking at, like very specific languages and very specific things that they were all bringing into the classroom. So, it was something that is just really, I feel like the students feel as though their heritage... is very fostered here. (McAllen, Interview, Marshall Brant)

As the school leaders at Marshall Brant talked about their goals for education, there was a mixture of focusing on Democratic Equality and Social mobility. Many school leaders approached their daily work under the guidance of supporting students and giving them what they needed so that they could be fully engaged members of society, while they also noted that

the goal was to have the best life that they possibly could. Paraeducator Miranda shared this mixture of the two goals as she explained:

So, my goal for these students would be that they love education. That they come to enjoy it. Because I think that, that...if they don't understand what's happening, if they don't, if they're not really learning at the level they're supposed to be. And then they're labeled...[that] they're not smart enough. And then they go on, and then they don't like school, and then they drop out. And then they you know. So, for me, the goal is hopefully we get more students to understand, to actually learn and like learning so that they can move on and hopefully graduate. (Miranda, Interview, Marshall Brant)

Vegas echoed this idea as she followed up to say:

So...that in the long term, they have the option, they don't feel like they're beneath anybody else. And they have the option to go to college if they choose to. And they feel comfortable in their ability to do so. Because that's important. I feel like some of these kids don't think they can. Exactly right. Exactly. That's...my short and long-term goals for them. (Vegas, Interview, Marshall Brant)

Miranda talked further about this and more clearly articulated a goal of Social Mobility for many of her EBL students as she said:

But I you know, for them, I guess for you they need to have they need to be able to live a better life. To aspire to something greater than what they their parents. I mean it for most of them, it's a struggle for them to come to this country. (Miranda, Interview, Marshall Brant).

ELD/Kindergarten teacher, Houck, also demonstrated this approach as she explained:

But it's if we can give them...access to the grade level academics that we're exposing them to every day, if we can teach them how to behave in different social settings, if we can teach them what the expectations are. I mean, the thing about education is its never just academics. It never has been. Not if you're doing it, you know, the way we're supposed to do it, it's always all those other pieces, you know, how can I help you in your home like do you have access to everything you need at home? Do you need help getting food do you need help getting groceries, do you need help getting medical care? Are you safe at home? You know, do you have someone to talk to? Do you have a doctor? Or do you have a dentist? That's not what's technically our job, but it is our job. (Houck, Interview, Marshall Brant)

Durango articulated a short-term goal of education more succinctly as she said, “Short-term goals; I think for elementary school, we want students to leave here feeling prepared and confident enough to advocate for themselves” (Durango, Interview, Marshall Brant). Similarly, Vesterson explained it as, “I think there are multiple layers for me. First and foremost, I think to prepare a student as best we can to be in the real world, whatever that looks like, so that they can function as a productive citizen” (Vesterson, Interview, Marshall Brant). Vesterson continued to articulate her long-term goals for the education of EBLs as she said:

And then long term, I would love for them to be bilingual members of society where they hopefully hold on to their Spanish language, still continuing to use it. Hopefully continuing to build some literacy in their own one as well, ...as well as building their literacy and comprehension, language skills in English so that they're, they're able to kind of walk in the two worlds bilingual and bi literate would be the ultimate long-term goal. (Vesterson, Interview, Marshall Brant).

While none of the school leaders at Marshall Brant showed examples of a Language as a Problem orientation in their daily work, they identified that it was there in the world and they needed to work against it. Durango shared this as she said:

And then language as a problem. I'm sure there are some people that feel that way. As I was saying, like language is a political tool or an identifier. Yeah, I think that politically, especially recently, diversity has been communicated, you know, by stronger and certain political parties and figures that it is a threat to...America. (Durango, Interview, Marshall Brant)

The daily work of the school leaders at Marshall Brant showed a consistent use of HL in schools that was from the orientations of Language as a Right and Language as a Resource, and was toward the goals of education of Social Mobility and Democratic Equality. In addition to leveraging the HL of the students, there was also data to show positive support of cultural pride in the heritage culture of the EBL students. Sometimes with room decorations such as flags of countries from around the world being prominently displayed in classrooms (Vesterson Newcomer Small Group, Observational Field Note, Marshall Brant), welcome signs in multiple languages being hung by classroom doors (Library, Observational Field Note, Marshall Brant), and general school information being translated into HLs of students and families (Welcome to Brant Elementary, Observational Field Note, Marshall Brant). And while there was not a specific example of leveraging an activity in the library to recognize various cultures, the librarian, Stoneback, made it clear to me – as she was showing students a section of the library that had books in different HLs – that she regularly worked to incorporate the ideas of Bishop (1990) of windows and mirrors. According to Bishop (1990) books can serve as windows for students to see into worlds other than what they typically experience and books can serve as

mirrors and reflecting images of readers' like cultures in the stories. As Stoneback drew on this idea, she explained that she used book in the library to help to center many HLs and heritage cultures. She said, "You know the article of Windows and doors... making sure everyone is supported" (Library, Observational Field Note, Marshall Brant).

Marshall Brant – General Meaning-Making

The school leaders at Marshall Brant Elementary School were working to position the educational experience of the EBLs in their school toward an overarching goal of Democratic Equality and a focus on social justice. They had a variety of school-level policies that support the academic achievement of the students and families. And there was indirect evidence of their work impacting changes to LEA-level policy, such as the de-regionalization of the ELD supports in South Codorus School District. Moreover, the school principal and assistant principals worked to hire and support school leaders with personal and professional backgrounds in ESL and supporting EBLs from diverse cultural backgrounds. This included former ESL teachers, individuals with a background in international education, and Latina paraeducators who self-identified as EBLs and who were connected to the school community as parents of former students.

The school leaders at Marshall Brant then took these strong professional foundations and continued to develop them through ongoing professional learning that was collaborative and focused on supporting EBLs in their school. Finally, the school leaders leveraged staff's HL abilities and technology resources to communicate with, connect with, and learn from their EBL families. They celebrated HL and heritage cultures regularly with large community events and with daily interaction that centered on the diversity of their EBL students. They did this via orientations of Language as a Right and Language as a Resource. And to a smaller degree,

Language as a Struggle. They also focused on goals of education related to Social Mobility and to Democratic Equality.

As mentioned previously, Marshall Brant was one of the first elementary schools in the South Codorus School District that de-regionalized its ELD programming (Durango, Interview, Marshall Brant). As a result of increasing numbers of students who qualified for ELD programming – and likely due to the LEA-level leadership shown by Bremmer and Durango (Farmers Market Sign Up, Document Analysis, Marshall Brant; Houck, Interview, Marshall Brant) the district recently adjusted their LEA-level policy to support all EBL students to receive ELD services in their neighborhood school (Notice of Changes for the 24-25 School Year, Document, Marshall Brant). The school leaders at this second case study site demonstrated a thorough commitment to working to positively support the educational experience of EBL students in their school.

Case 3 – Springfield Elementary School

Springfield Elementary School was located in the River City School District, a mid-sized school district that consisted of around 8,000 students in Kindergarten through twelfth grade (Pennsylvania Department of Education, 2025). The boundaries of the school district included rural, suburban, and urban areas. Springfield Elementary School was located in a more urban portion of the school district and supported students in kindergarten through 5th grade, and had a total student enrollment of about 600 students (Pennsylvania Department of Education, 2025). Rounded off to the nearest five percent, the current school demographics data of students at Springfield Elementary was as follows: 50% Hispanic; 20% Black; 20% White; and 10% identifying as 2 or More Races (Pennsylvania Department of Education, 2025). In addition, the Percent Enrollment by Student Group information showed 80% Economically Disadvantaged,

20% English Language Learner, 20% Special Education, and 5% homeless. (Pennsylvania Department of Education, 2025).

While conducting research at Springfield Elementary School, I interacted directly with 12 research participants. Table 5 shows an overview of information related to each participant: the participant's pseudonym; job title; their experience in education (in 5-year increments); and the way I collected data from them - whether it was an interview or data collected via observational field notes (OFN).

Table 5

Springfield Elementary School Participants

| Pseudonym | Job Title | Experience in Education (in 5-year increments) | Data Collected (Interview/Observational Field Notes) |
|--------------------|--|---|---|
| Brett Olszewski | Assistant Principal | 15-20 | Int |
| Alexandra Robbins | ELD Coordinator K-12 | 15-20 | Int |
| Frances Medway | WIN Teacher | | OFN |
| Grace Duckworth | ESL Teacher | 10-15 | Int |
| Gloria Marquez | ESL Teacher | | OFN |
| Jennifer Sifter | Math Teacher | | OFN |
| Jessica Robinson | Art Teacher | | OFN |
| Jesus Medina | Supervisor of Curriculum and Instruction K-12 | 15-20 | Int |
| Juanita Vasquez | Assistant Principal's Secretary | 25-30 | Int |
| Kathleen Minturn | Science/SS Teacher | | OFN |
| Nancy Ray | Library Teacher | | OFN |
| Sarah Silverthorne | ESL Teacher | | OFN |

Springfield Elementary – RQ1: Policies and Practices

Springfield Elementary School recently underwent a transition of school leadership, and the principal who had been there for many years moved to a different school. When I collected data for this study, the principal was in his first year at the school and did not participate in the

research study. In addition, at the LEA level, the previous Director of Elementary Education had recently left the district. These transitions seemed to create a time of uncertainty related to school-level policies for supporting EBL students. However, I also observed an openness between the leadership at the LEA-level and the school-level. The LEA-level leaders worked closely with school leaders to move toward a co-teaching model to support EBLs, especially those who qualified for ESL services (Robbins, Interview, Springfield). In addition, the policies at Springfield Elementary that related to academic instruction were grounded in a district-wide mission statement that positively positioned Democratic Equality and focused on connecting to the diversity of its community. The district's mission statement stated:

The River City Area School District respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. (Mission Statement, Document, Springfield)

The LEA and the school leaders worked to position EBLs in an asset-based educational environment. As a district, they used the designation of Multiple Language Learner (MLL) when they were referring to EBL students. As Jesús Medina, the Supervisor of Curriculum and Instruction K-12, explained, they were consciously “moving away from a deficit model where [students] don't have English to an asset model” (Medina, Interview, Springfield). Alexandra Robbins, the ELD Coordinator K-12, also talked about this during her semi-structured interview as she described:

We have basically committed to a more asset-based way of thinking in River City...and hopefully for the state. So, when we say English Learner - ELs, we're basically just harboring just one language that they're learning when we have a lot of kids that have come with multiple different languages. We have kids that are practicing...and learning their third, fourth fifth language here and so that we have multilingual learners. And it's just a more positive spin, and they bring so much more culture, so much more diversity. You know, so many more gifts our school has here by saying that they have multiple languages other than just, you know, just Spanish, or they're just learning English, now that they're learning multiple languages. (Robbins, Interview, Springfield)

As the LEA leaders and school leaders worked closely together to support the EBL students, there was a de facto policy communicated from the LEA-level that teachers could be proactive in adjusting curriculum and instruction to highlight the Democratic Equality of the LEA's mission statement. Medina clarified this in his semi-structured interview when he explained:

And one of the things I've told teachers when it's set to talk with them about their evaluation, reflection, I said, you know, in terms of your willingness, you don't have to wait for a curriculum change to do something about it. (Medina, Interview, Springfield).

In addition, the LEA also worked toward the realization of its mission statement as it leveraged LEA-level policies for supporting families via a LEA-wide community engagement. Again, Medina clarified the LEA's stance on issues of supporting EBL families as he said:

...in terms of supporting our MLL and migrant families, which are largely dominated by Hispanic families, to see if we can provide social services, [and] make sure they

understand they're welcome here. We're not involved with ICE. We're not involved in reporting. We're not involved in, you know, documentation in that regard. That's not what we do here. And we're not here as an agent of the government. (Medina, Interview, Springfield)

ELD Coordinator, Alexandra Robbins, also highlighted the LEA's stance on this as she noted her interaction with community members at a LEA-wide family engagement night. She noted:

So, I just kept it on the surface. I shared bilingual children's books. They were free to take home. We had folders like kindergarten folders for you know, with markers and crayons, and paper. I had some immigration stuff for Know Your Rights. ...I had up in the folders. I had family literacy papers for my parents. I had some against Spanish literacy for parents, and I had some...gosh, what else was there? ...Oh, I had a scanner, a QR code, for those parents who would want their children to receive extra English support, extra English for the summer. (Robbins, Interview, Springfield)

The River City School District also had policies to ensure they were creating opportunities to communicate with families of EBLs in their HL. They had a native Spanish-speaker who transitioned from a school-level secretary position to the central office and provided translation for communications, along with other district translators that they pulled to travel to schools as needed (Medina, Interview, Springfield). Similarly, Medina clarified other ways the district employed policies related to an orientation of Language as a Right. Some of the many ways the LEA use the HL with their tech resources included the following: broadcasted pop-up notifications on the district website that needed to be clicked, and opened so users could read them before they could proceed to the rest of the website; the district's website was available

translated into Spanish and multiple other HLs; and the LEA used a call reminder system that delivered audio messages in both English and Spanish (Medina, Interview, Springfield). With all of these efforts toward the use of the Spanish HL for district-wide communication, Medina also recognized the challenge as he said, “It’s just again, our resources aren't quite there and finding the qualified personnel isn't easy” (Medina, Interview, Springfield).

In addition to these LEA-level policies, Springfield Elementary School specifically worked to realize the orientation of Language as a Right with the setup of a direct phone line that connected EBL families to a native Spanish-speaker, Juanita Vasquez, for any inquiry. Vasquez noted:

My role is the assistant to I'm the administrative professional to the assistant principal. Beyond that, I also bring translation skills, being fully bilingual, Spanish and English, reading, writing, and speaking. I have a direct Spanish line for all families, so any Spanish-speaking family will be directed to hit number nine...press number nine, they'll come directly to me to field where this call should go, or how to get them the appropriate help. (Vasquez, Interview, Springfield)

More matter-of-factly, Vasquez noted, “No Barriers is what we're shooting for; parents first, no barriers” (Vasquez, Interview, Springfield).

There were also de facto school policies related to HL use in school for students. This was in line with the orientation of Language as a Right, as the school supported translanguaging and general HL language use in school. When asked if there were any specific rules for the use of the HL with students, Assistant Principal Olszewski noted, “So, I know there's like a push and pull of how much Spanish versus English [there] should really be” (Interview, Olszewski, Springfield). He continued, “Now, there aren't necessarily rules or guidelines [on when to use

which language]. I ...you know, the way I look at it is, you know, I'm here for the kid right?" (Interview, Olszewski, Springfield). While there was not a specific policy at the elementary school level, at the time of this study, however, there was an LEA-level policy that focused on HL development at the high school level. Robbins talked about this, as she noted:

So here at the high school, we have about, I want to say 235 [current EBLs receiving ELD services]. [And] right now we have a few MLS in queue depending on like their vaccination status...so, what I'm trying to do is because we have such a high population of newcomers, it's very difficult to engage and incorporate them into some of our elective studies. So...this is our second year, we do have a Spanish for Native Speakers class. (Robbins, Interview, Springfield)

As Robbins talked more specifically about the elementary level, she noted that there was no talk of HL lessons or exploratory Spanish, right now (Robbins, Interview, Springfield). However, the one ESL teacher who works with the most recent EBLs who qualify for ESL does focus on general HL proficiency in her instruction. Robbins clarified this as she said, "I know that our newcomer teacher does reinforce bilingualism in her groups, just because I mean, even from kindergarten to fifth grade, you know, she's just trying to foster that native language" (Robbins, Interview, Springfield).

Concerning policies for general academic instruction, the school leaders at Springfield Elementary focused mostly on EBLs who qualified for ESL services. They noted that the teachers were following the state-level policy of WIDA testing and were using one aspect of the WIDA test for a required Student Performance Measure (SPM) that was part of the state-required teacher evaluation process (Medina, Interview, Springfield). While WIDA had a presence as an LEA-level policy, how the school leaders implemented WIDA-related policies at the school level

was less clear. One ESL teacher noted that the new principal openly admitted to not knowing about WIDA. She also said that she saw this as a positive and showed how open he was to collaborating with the teacher to support EBLs. She noted:

When I started talking about WIDA scores and an MTSS meaning...you know, Joey has a lead score of 3.2. But...there's a discrepancy here, because his speaking and listening was at a six and his reading was at a 1.0. So, I am concerned. I'm starting to talk like that. And [the principal] goes, "Whoa, whoa. Could you go over what WIDA means? Like it's a third grade?" But I give him credit. Like I finally have an administrator who walks in and doesn't make it sound like, "Oh, because I'm principal, I know everything."

(Duckworth, Interview, Springfield)

Duckworth also explained that the ESL classes at Springfield were divided to support EBLs receiving ESL services. The school had two teachers for "newcomers" – students who had been in the school for a year or less. Any students who had been at the school for a year or more and who had acquired "basic English vocabulary enough to be able to get through the hallways and get to the bathroom" (Duckworth, Interview, Springfield). The school also noted using IXL as an instructional program to support the EBLs (Medina, Interview, Springfield).

The policies related to supporting EBLs at Springfield were rooted in a LEA-level mission and vision that had a foundation of Democratic Equality. The policies respected diversity and provided students with whatever they needed to be successful in their educational experience. In addition, de facto school-level policies focused on teachers adjusting curriculum and instruction to include all students' cultures in the instruction and to orient the Spanish HL as a Right to support the students and the community. However, the recent staff transitions in the

school principal and the Director of Elementary Education created a lack of clarity around other specific elementary-level and school-level policies.

Springfield Elementary - RQ2: Experiences and Educational Trainings

The two recent staffing changes impacted Springfield Elementary. Most significantly, the principal of many years moved to another school, and the new elementary principal, Matthew Davis, was in his first year at the school. As a result, the LEA-level leadership did not have him participate in this study. Jesús Medina was the Supervisor of Curriculum K-12 for the River City School District and was my main point of contact for the research study. Medina had worked in River City for over 15 years and had served as a teacher, and building principal, and a district-level administrator (Medina, Interview, Springfield). In addition to being a long-serving employee in the River City School District, Medina had also grown up locally as a native Spanish-speaker. He was also well-connected to the local Latino community in personal and professional roles. In addition to working for the school district, Medina taught adult ESL classes at a local community college (Medina, Interview, Springfield).

When thinking back on his upbringing and his acquisition of both English and Spanish, he recalled that there was no ESL program in the public schools when he grew up in the 1970s. However, just before starting in kindergarten, Medina broke his leg and missed three and a half months of school for his recovery (Medina, Interview, Springfield). His recovery time outside of school ended up being very formative for his linguistic development, he recalled:

So, we bought a television for the first time at that time, because I was stuck in bed. And every morning, my mom put on the educational program, PBS. So, I saw Electric Company and a double dose of Sesame Street and...Captain Kangaroo... So, I had very

concentrated phonemic and phonics instruction. Early Sesame Street was very much designed that way. (Medina, Interview, Springfield).

He continued to recall how his mother bought a magnetic blackboard and plastic letters for him so he and his mother could practice writing his name and other words. When his leg was healed and he was finally able to enter the school building he was reassessed and was placed in the middle of first grade (Medina, Interview, Springfield). He talked fondly of the learning experience as he noted:

So, I really ...to that I have high respect for Sesame Street; they really took care of me. ...I went from my all Spanish immersion kind of home with my grandmother and not having any English...To just go into school really well prepared. (Medina, Interview, Springfield).

Medina recalled how he needed to teach himself to read and write in Spanish as a child as there was no formal opportunity for instruction in HL in school for him (Medina, Interview, Springfield). The idea of working individually to do whatever he needed to help himself to learn English and Spanish continued into his experience as an ESL teacher in River City. He noted that he was one of the first teachers to have an ESL classroom with just him as the teacher, without another teacher as specific ESL support (Medina, Interview, Springfield). As he supported the students in his class and as their academic achievement grew, the district expanded the program model to other classrooms (Medina, Interview, Springfield). Medina's focus on self-reliance and doing anything that was needed to support himself as a young EBL, and his students demonstrated a mix of goals of education of Social Mobility, and Democratic Equality. In addition, he interchanged language orientations of Language as a Right, Language as a Struggle, and Language as a Resource. Across all of these experiences, it was clear that he was

committed to continual learning and to sharing that learning with others. However, Medina noted that most of the professional development related to supporting EBLs that he got came from outside the district. He specifically talked about the training that he received from his role in the local community college and how he transferred that learning back to River City and Springfield. Specifically, he noted:

What I've done on my own has happened through [the local community college] because we have professional learning communities, and as an ESL teacher [there] we sit through and go through that. So, my training has gotten because we mandate this PLCs, so I've gotten that in terms of the [bilingual education] side of things, and I've transferred... what's applicable to K-12 [to River City and Springfield]. (Medina, Interview, Springfield)

Another important school leader at Springfield Elementary who grew up herself as an EBL in a native Spanish-speaking household was Juanita Vasquez. Vasquez identified as a Latina of Puerto Rican descent (Vasquez, Interview, Springfield). And when she recalled her experience growing up bilingually, she credited her mother with the intentional focus to support an orientation of Language as a Right. She recalled:

So, Spanish is spoken at home, and English is spoken at school. My mom was an educated woman, so she would also educate us at home. Not only did we have to speak Spanish, we had to read for an hour in Spanish every night, and she would have us write and do grammar, and we've been doing that since we were in kindergarten. So, my brothers and sisters and I were all like ...Why are you making us do this? But now we fully appreciate it. So, we grew up completely bilingual, and went on all five of us to go, to college and also continued to take Spanish throughout college, and we feel fully

bilingual - very proficient, and we speak Spanish without an American accent. We speak English without a Puerto Rican accent. So, my mom did her job. (Vasquez, Interview, Springfield).

As she continued to talk about her personal experience growing up, she also recalled how she grew up in a very multicultural neighborhood in New Jersey. She noted that her family and some cousins were the only Spanish-speaking kids in the primarily German-Hungarian community, where all of the students were first-generation in the USA. She noted the closeness of the community and how all of the children supported each other inside and outside of school (Vasquez, Interview, Springfield). This experience impacted her position toward an orientation of Language as a Right and a goal of education of Democratic Equality. She leveraged these positions later in life when she and her husband moved to the River City School District. They were looking for an area to settle into after years living overseas while he was in the military (Vasquez, Interview, Springfield). She recalled that she purposefully searched out a multicultural neighborhood to live in. She said they:

...chose the neighborhood specifically because of its diversity... my husband and I knocked on every door and near the block [where] we were going to build. [The] first family that opened with an Indian family, [the] second family that opened with a Dominican family. Next, we went down the line. It was so culturally diverse. (Vasquez, Interview, Springfield).

This commitment to diversity and supporting the community with a goal of education rooted in Democratic Equality transferred to her professional roles at Springfield Elementary.

Similar to Medina, Vasquez had been working in the LEA for over 15 years. She originally started as a bilingual paraeducator at Springfield, who worked to support students in

the ELD program. Then, after 10 years in that role, she transitioned to be the administrative assistant to Springfield's assistant principal (Vasquez, Interview, Springfield). However, in her administrative assistant role, it was clear that she did as much as she could to support the EBL students and their families. She served as a translator for meetings, discipline-related conversations, and as a main Spanish-speaking community resource who could be reached by any family who pressed the number nine when they called into the school (Vasquez, Interview, Springfield). Vasquez had a deep commitment to working to support the EBL students of Springfield. She clarified this commitment when she said:

I'm very proud to work here. I've, you know, been offered positions at other schools, and I just feel like I don't feel like I would have as much to offer to one of the other schools whose immigrant population is low. So, I stay because I know here I can make a difference. (Vasquez, Interview, Springfield)

The close working relationship between Springfield Elementary School and the LEA-level administration was evident as I interviewed the ELD Coordinator, K-12, Alexandra Robbins. Robbins had been in the River City School District since 2005. She worked as an ESL teacher and as a Spanish teacher before moving into her current district role. (Robbins, Interview, Springfield). As the daughter of a Spanish teacher, she grew up in a bilingual home where her mother spoke Spanish to her and her siblings. This fostered a love of cultures and languages, all parts of languages. As she explained, "I just grew this love of just everything from linguistics to grammar, to vocabulary to the culture to just learning about the world" (Robbins, Interview, Springfield). Robbins self-identified as an "intermediate [Spanish] speaker" who had lost some of her Spanish abilities she is no longer regularly teaching Spanish. However, she

continued to use her language to support EBL students and families, but, she could (Robbins, Interview, Springfield).

Two other Springfield school leaders whom I interviewed were Brett Olszewski, the assistant principal, and Grace Duckworth, an ESL teacher. Olszewski had been at Springfield for eight years and had been in the River City School district for 11 and a half years. Before that, he worked in a school district in Maryland and the School District of Philadelphia (Olszewski, Interview, Springfield). Olszewski did not identify as bilingual. He did note that he took Spanish in high school and used it sometimes when he was teaching in Philadelphia. He noted:

I mean, I can I can get the gist of what's being said, you know, I know the words I need to know, and if I were to explain something to a student, it may not be in the right tense. It might be past tense or present tense when I'm trying to say future tense or, you know, but I typically can say what needs to be said. But, I still need a translator (Olszewski, Interview, Springfield).

Even though he was not bilingual, he was committed to supporting the EBL students in Springfield and oriented toward Language as a Right. He shared two specific instances that highlighted this. One was a professional learning activity that he recalled from graduate school when a professor came into the class and started to teach the class in Italian. Many years later, he recalled how uncomfortable it made him feel and how he wanted to just shut down. He recalled how having a class in a language other than what he was comfortable in made him disengage from what the professor was saying. As Olszewski continued to explain, later the professor told the students that he had done that on purpose, because he wanted Olszewski and the others to know how it felt to be an ELL student (Olszewski, Interview, Springfield).

Olszewski also noted how favorably he viewed working with Medina and how he appreciated

hearing his perspective on supporting EBL students since Medina was an EBL student when he was younger (Olszewski, Interview, Springfield).

Another school leader from Springfield who was not bilingual but was committed to supporting EBL students was ESL teacher, Grace Duckworth. Duckworth had been in the River City school district for more than 10 years. She had been an ESL teacher at Springfield for seven and a half years and was in an itinerant position for about four years prior. She had also served as a homeroom teacher before moving into ESL (Duckworth, Interview, Springfield). As she reflected on her experience growing up, which may have influenced her professional work, she noted an orientation of Language as a Resource. She recalled growing up in the local community and having many of her closest friends who were Hispanic (Duckworth, Interview, Springfield). She went on to recall that through family connections, she was invited to participate in a school-sponsored multicultural trip and that she used to help support students in an ESL class during her study hall time because she did not like to be in study hall (Duckworth, Interview, Springfield). These experiences led her to teaching as a profession. Then, later in her professional career, a situation arose where she was not happy in her role as a homeroom teacher, and she had an opportunity to transfer to an ESL. As she explained it:

[I] hated my life because I'm not a homeroom teacher...I was leaving [teaching]. I have other degrees. I was leaving. Yeah. And then I met two kids from India. And they were ESL, and I was like, I really...want to do what the ESL teacher's doing. So, I did, and then I got furloughed and became an ESL teacher...I love it. I love what I do.

(Duckworth, Interview, Springfield)

Similar to Olszewski, Duckworth knew some Spanish but was not bilingual. As she explained it, she wished that she knew more Spanish so that she could support students when

they were struggling with emotional issues such as “in bullying, sadness, homesick type situations” (Duckworth, Interview, Springfield). She is continuing to do Duolingo and trying to improve her Spanish-speaking abilities, as she can (Duckworth, Interview, Springfield).

The school leaders at Springfield had a variety of personal and professional experiences that laid their foundation and influenced how they positioned the educational experience of their EBL students. Some grew up as EBLs in Spanish-speaking households, some had a clear orientation of Language as a Right, and some were less clear on the experiences that drove them to their current role. They all conveyed that they loved the work they did supporting EBL students.

The area of professional development was less cohesive. There was a lack of clear focus when the school leaders talked about professional development related to supporting EBL students. The school leaders had the sense that they had previously received training, but they struggled to recall specific examples. Juanita Vasquez referenced the district's mission statement as she said, “Diversity is in our mission statement, so it is definitely happening” (Vasquez, Interview, Springfield). However, she went on to recall general trainings that helped teachers to support students and not become frustrated when they were interacting with certain words or actions that could be perceived as racial, and how different actions could have different meanings across different cultures (Vasquez, Interview, Springfield). ESL teacher Duckworth also noted some general trainings related to social-emotional learning, but did not specifically recall trainings directly connected to EBL students’ linguistic or cultural needs. (Duckworth, Interview, Springfield). Assistant Principal Olszewski noted, “We definitely have trainings. I couldn't tell you the names or the dates of when they are, but they are yearly” (Olszewski, Interview, Springfield).

At a LEA-level, Medina spoke more specifically about how the district recently implemented Newsela, which allowed students to “toggle back and forth quickly [between English and Spanish] and the appropriate Lexile [reading] level” (Medina, Interview, Springfield). ELD Coordinator Robbins also talked about how she had previously organized small training sessions that she delivered over teachers’ daily lunch breaks or in the mornings before school. When describing the “lunch and learns [training sessions]” she said, “So, I would provide just basic Can-Do descriptors, basic, you know, ways to modify [lessons] and ways to just show acceptance [for EBL students]... in homeroom classes at the K five level” (Robbins, Interview, Springfield). Robbins went on to describe the before-school professional development opportunities as focused 20-minute session where she could stop in and collaborate with teachers (Robbins, Interview, Springfield).

As she reflected further on the topic of professional development, she noted, “I’m really, I’m not pleased with the amount of professional development that we have been able to provide for our teachers, because it’s a definite need’ (Robbins, Interview, Springfield). Other school leaders also articulated further need for professional development related to supporting EBL students, especially the challenge of needing more time as a resource. They noted the need for common planning time and the value of time for collaboration when it could be provided (Duckworth, Interview, Springfield; Robbins, Interview, Springfield) and how the recent transition in administration added uncertainty to knowing what was a school-wide plan for supporting EBL students (Duckworth, Interview, Springfield). However, Curriculum and Instruction Supervisor, Medina, clarified that he empowered individual teachers to make appropriate adjustments to the curriculum and instruction in their classrooms to best support their

EBL students, thus providing the ability to more directly approach the instruction through a Language as a Struggle orientation. Medina explained:

That's something we've discussed as a C and I group, making sure that minority perspectives and voices are heard, as we have shown an alternative paradigm challenge. And one of the things I've told teachers when it's set to talk with them about their evaluation, reflection, I said, you know, in terms of your willingness, you don't have to wait for a curriculum change to do something about it. (Medina, Interview, Springfield)

In looking at the previous experiences of the school leaders at Springfield Elementary and at the professional learning opportunities they have had related to supporting EBL students, it was evident that many of the school leaders had foundational experiences that guided them toward a goal of education of Democratic Equality; however, there was also a lack of clarity across professional development opportunities. School leaders wanted to do quality work to positively position the educational experience of EBLs, but were without clear direction on how to do so other than drawing on their previous professional and personal experiences.

Springfield Elementary – RQ3: Daily Work of School Leaders

The third research question focused on the daily work of the school leaders in their schools. At Springfield, some key focus areas of the daily work included forming positive relationships with the EBL students and supporting their learning needs and the needs of the EBL community. This was done through a focus on using HL in the school and with the families to ensure they were connected to the school. In addition, there was some overarching attention to the goal of education for Democratic Equality and attention to the orientations of Language as a Right and as a Struggle. However, there was no clear focus on the attention to the academic instruction of the EBL students.

When the school leaders at Springfield talked about their daily work related to academic instruction, their comments focused on students' growth. While the growth area was not clearly identified, the sense of their comments implied that they were talking about growth in English proficiency. ELD Coordinator Robbins articulated her short-term goal for EBL students to, at least, obtain the third-grade reading level in English, but also ultimately be bilingual in both English and Spanish. She clarified this as she said:

...academically, I'd like to see them, you know, gain proficiency year by year, I'd like to see them gain their reading levels year by year. Math, the same, just, you know, just slight growth every year... But [the] ultimate goal would be to make them true bilinguals... You know, readers in Spanish and in English. (Robbins, Interview, Springfield)

Assistant Principal Olszewski had a similar focus on the EBL students' academic growth. He noted, "You want to see them, you know succeeding, you'll see them making goals and... what I would look at for short-term goal is growth. I think is a piece that is missing in a lot of schools" (Olszewski, Interview, Springfield). As both Robbins and Olszewski noted, the important focus on the growth of English proficiency and in other academic areas, they did so in a way that conveyed that the EBLs would grow into their full selves. This resonated with the goals of social mobility and language orientations of Language as a Right and, to a lesser degree, Language as a Struggle. They highlighted ways in which the students would grow as complete bilinguals and would be recognized via an asset-based identity. In contrast, when ELD teacher Duckworth talked about the EBL students growing in their English proficiency, she did so from an orientation of Language as a Problem, identifying that there was something about speaking Spanish with their friends that the EBL students needed to change. Duckworth noted:

I said these [kids] have to learn English. Now. I think we're up against getting them to speak English because it's so easy to just fall into your peer cohort. Kind of get in trouble. Be social and not focus on academics. So that's actually something we were just discussing informally at lunch - because we [eat] lunch together - is what are we doing next year to get these kids on the academic train...on the...we're speaking English train. Yeah. So, I think...there has been a big shift, and I think we are gonna have to work with that shift, to like I said, long-term goal, seeing this as an academic place of academics, not just a playground, you know? (Duckworth, Interview, Springfield)

Clarifying the language orientation that the school leaders used as they positioned the EBL students of Springfield was important as the school continued to gain more and more EBL students. Olszewski talked about the support for their incoming EBL students as a key part of their daily work focused on academics. He shared that last year, about 95% of Springfield's new students were Spanish-speaking EBLs, and many of them were arriving at the school as EBLs who were new to the United States (Olszewski, Interview, Springfield).

Olszewski went on to explain how important it was, in his view, that the school leaders' daily work included building positive connections with the EBL students. He noted that many of the new EBL students were coming through a challenging transition, and many were of a migrant or refugee status. He continued and explained, "not only are they going through language [transitions], I mean, they're going through life, you know, challenges in life, you know, right. I won't even say challenges... but giant adversities, you know" (Olszewski, Interview, Springfield). As he talked about these EBL students and their transition to Springfield, he noted a short-term goal for students in this type of situation as, "to get them you know, comfortable and now take it a little step further than, you know, obviously, we would look more towards

academics, but, you know, the social emotional piece to me is number one” (Olszewski, Interview, Springfield). One important way that the school leaders at Springfield worked to make this positive connection with the EBL students was to use their HL in the school setting.

At Springfield Elementary, the school leaders used the HL as they and the EBL students translanguaged in the general classroom setting and reinforced key concepts and clarified directions (ESL Push-in, Observational Field Note, Springfield). However, at least one school leader was also very specific about when it was time to speak Spanish and when the class operated as full immersion for English (Duckworth, Interview, Springfield).

The school leaders also looked to use the HL to build connections with the EBL families and the school. Administrative Assistant Vasquez noted ways Springfield used the HL to connect with families via a Language as a Right orientation and made all school registration information available to families. Vasquez also worked toward a goal of Democratic Equality and ensured that barriers were overcome for families in various areas as she provided information in Spanish that helped families with housing, utility bills, food pantry needs, family connections, etc. (Vasquez, Interview, Springfield). Vasquez also shared how school leaders at Springfield worked to ensure EBL families could be appropriately supported across many points of contact with the school. She noted:

All three admin professionals [are bilingual Spanish speakers]...That means your first point of contact on the telephone or at the door is bilingual. Not all schools can say that their three admin professionals are bilingual. So, whether it's an English-speaking family, a Spanish-speaking family, they're getting that first...they can kind of breathe, like, oh, it's going to be okay. ...So, and we do have a beautiful - I think of it as a flow chart - in how we support not only our ESL students, but non-ESL students whose parents don't

Speak English, and then just Spanish-speaking families, in general. We have CIS, which is Community in Schools. We have family connections. We have the district ESL office, the main office, and the assistant principal's office. All of these categories, or all of these offices, either have people who speak Spanish or have programs for the community at large. (Vasquez, Interview, Springfield)

And at the same time, the school leaders recognized there was more work to be done at Springfield in supporting families via HL use. Medina noted, there are many ways to support families through the registration process when they are new to the school community, but in an ongoing manner beyond that, there is a need for more bilingual staff. He noted:

And we only have a limited people who are bilingual in this district. It is certainly not representative of the population we serve. So, when you go to elementary school, it's an issue because we can funnel them through registration, where we have that support. Once they leave the registration process in the schools themselves, not so much. We have our ESL teachers who do their bit and learning enough Spanish to kind of engage the families, and we feel that they can begin the process at the school level and at the registration level. (Medina, Interview, Springfield)

Recognizing this continued need for HL support at the school, this goal of Democratic Equality was still reinforced as school leaders talked about how Springfield continued to try to engage families. The school leaders at Springfield did this in many ways. In general, the school leaders maintained a culture of a school whose doors were wide open to support the community (Medina, Interview, Springfield; Robbins, Interview, Springfield).

In addition, they had some specific events such as a community night where they had pro-bono lawyers who worked with families on immigration and a Thanksgiving night where the school

served turkey and distributed food and clothing to families via the Community In Schools coordinator (Medina, Interview, Springfield; Robbins, Interview, Springfield).

Beyond the access to community supports and services, the school leaders noted the importance of the families to continue to support their HL and culture. They noted that the school had a large Hispanic community where neighbors all spoke Spanish and where they had pride in their Mexican and Peruvian restaurants (Vasquez, Interview, Springfield). Vasquez specifically talked about this pride as she shared:

I feel that they have the right to do that. Yeah, sure. You want to continue your culture.

One of the biggest complaints I hear in the Latin American community is that, oh, by the third generation, we've lost the culture, they've lost the language, they've lost the culture.

And unfortunately, it is seen a lot where [the] first generation comes. They're all Spanish.

Second generation, bilingual. Third generation, they don't speak the language anymore.

(Vasquez, Interview, Springfield)

At the same time, the leaders noted that their local community had more challenges than other nearby communities that had a larger EBL base. Medina referenced this as he articulated:

So, we as a school district don't have the level of community support that [other nearby districts have]. They have this community support there that they're not doing the heavy lifting on everything. Here, if we're trying to contact [families] with community resources, we're like the principal agent because you don't have a lot of third parties here, set up for our Latino [families]. (Medina, Interview, Springfield)

Medina went on to articulate subtle differences in the local Latino communities and explained that their community was made up more of EBL families from Mexico, Central and South America, where other nearby communities have a stronger Puerto Rican or Dominican

cores that have been established in the area for decades and therefore have more long-standing supports. The EBL community in Springfield was, relatively speaking, a newer community. Due to this newer community and to its location further away from other community support hubs in more-established areas, Springfield school leaders and the River City School District were the nexus of the community resources for the EBL students and their families (Medina, Interview, Springfield).

In their daily work to support the cultural pride in the EBL students and their families, Springfield celebrated Hispanic Heritage Month and hosted a Hispanic Heritage Festival (Duckworth, Interview, Springfield; Vasquez, Interview, Springfield). They also made sure that displays and bulletin boards in the school reflected messages of diversity and cultural pride, where the elementary students saw themselves and had a sense of pride (Vasquez, Interview, Springfield). In addition, within classrooms, they also worked to celebrate diverse cultures in an ongoing manner; creating personal books and sharing points of pride of their HL language and culture (Duckworth, Interview, Springfield). Olszewski talked about how he ensured that the cultural connections for the students were not only once-a-year events or posters hanging in a hallway. He talked about the importance of weaving the centering of EBL students' culture into the classroom with daily instruction and the importance of teachers and staff to put aside assumptions that they had and simply ask students questions about their HL and culture.

Olszewski said:

We do a multicultural night. You know, wonderful. [However], you know, I couldn't care less about that, to be honest with you. It's an hour and a half, and then it's over and it's done. But what we like to do is incorporate, you know, some of these things in the lesson plans, it starts with names to write, like, instead of Michael and John, like just, you know,

give a different name that would be relevant to somebody's culture. ...And I think that it all starts with the questions, right, because we're all ignorant for the most part until we start asking those questions. (Olszewski, Interview, Springfield)

Some of these ways in which the school also worked daily to support the cultural pride of the EBL students were in centering other EBL individuals in everyday life examples. Another was in working through a Language as a Struggle orientation and working to educate students in the underlying root causes of racial inequality, and connecting the learning with broader political struggles. As Robbins explained it, a goal for the school leaders at Springfield was “using language to promote social transformation from the classroom to the community (Robbins, Interview, Springfield). When Curriculum and Instruction Supervisor Medina, talked about de facto school policy, he noted how school leaders empowered teachers to adjust curriculum appropriately (Medina, Interview, Springfield). Medina continued to clarify that part of the school leader’s work was to approach the education experience for EBL students not only from the “Western Cannon” but also to highlight “cultural relevancy [from] around the world and making sure that [the educational topics are] balanced” (Medina, Interview, Springfield). As a result of this broader focus, part of the daily work of school leaders included ensuring that students learned the history of various cultures in the United States and avoided repeating historical atrocities toward historically underrepresented cultures, which included minority cultures and women (ESL Push-in, Observational Field Note, Springfield).

The various ways in which the school leaders at Springfield leveraged HL, celebrated the cultures of the EBL students, and connected the students to the school were to inevitably support the students' positive educational experience. As the school leaders looked beyond the daily learning and to the long-term goals of education, they demonstrated examples of them working

toward goals of Social Mobility and Social Efficiency. Medina talked about this as he considered that the students needed a high degree of English proficiency to be economically successful beyond certain culturally and linguistically homogeneous locations. He noted:

And if you're looking to move forward into one of the professions or you're looking to move forward, outside of that [EBL] community, unless you have, you know, mastery of English, you're going to kind of be limited to certain career pathways and a business opportunity. (Medina, Interview, Springfield)

Olszewski continued to articulate similar goals for education as he talked about a traditional idea of the American dream for the EBL students at Springfield. He said he saw a goal of education to be to help each generation improve its standing in society. He noted:

Our job is to set them up for... a future that, you know, the way I always look at it is you want their future to be brighter than your future was, you know what I mean? Each generation, you want to make a little bit better than the previous generation. (Olszewski, Interview, Springfield)

The school leaders at Springfield also connected Social Mobility and Social Efficiency as they talked about their long-term goals of education to help EBL students to get “On the right track, identifying what they can be, what they can do here in America” (Duckworth, Interview, Springfield). Olszewski explained how, for him, the goal of getting students to a place of success was a subjective idea. He explained how for some students, success could be in the form of being a greeter at Wal-Mart, while for others it could mean pursuing a doctorate degree at a prestigious local R1 university (Olszewski, Interview, Springfield). As he explained this further, he further illustrated a goal of Social Efficiency as he said that there were many ways in which students could fill gaps in society, and that schools should help them to do that. He stated:

Engage in a trade, you know, and be part of that very fundamental work that we need.

Where we have skilled trades people helping us out with a functioning society, which we have these gaps that are there, and we shouldn't minimize awareness of all these different pathways that people can have. (Olszewski, Interview, Springfield)

In analyzing the research data collected from Springfield Elementary and the daily work of the school leaders, the school leaders often overlapped the goals of education and the Language Orientations that drove their work. While none of the school leaders had heard of the formal identification of the language orientations, they did identify with some of the orientations' key ideas. This was especially the case for the original three that Ruiz (1984) identified: Language as a Problem, Language as a Right, and Language as a Resource. The newer Language Orientation that Flores (2016b) articulated and identified as Language as a Struggle was more unfamiliar to the school leaders. As Duckworth succinctly put it when referencing the description of Language as a Struggle that she read as one of the semi-structured interview questions, she said, "I didn't really understand this one to be honest with you" (Duckworth, Interview, Springfield). However, there were times when the school leaders more clearly articulated aspects of their daily work that connected the educational experience of the EBL students with Language as a Struggle. Olszewski immediately connected with the idea, but was unsure as to how the school leaders were or were not going to bring that idea to fruition in their daily work at Springfield. He noted:

Language as a struggle, 100 [%]. You know, combating racial inequalities, promoting social transformation for the classroom to the community. That's where we would like to get, you know. When I say, "we," I don't even know what I mean by "we", but yes, this society. (Olszewski, Interview, Springfield)

Similarly, the ELD Coordinator, Robbins, noted the desire to position EBL students via the orientation of Language as a Struggle. She noted, “Yeah, I mean, using language to promote social transformation from the classroom to the community. I mean, that's just, I feel like that's just what we do in River City, you know.” (Robbins, Interview, Springfield). However, then in mid-response, she transitioned to how the daily work at Springfield was more in line with Language as a Right and Language as a Resource. As she continued, she said:

Especially in the elementary [level]. [This] is where [the students] don't ...really know any better, they're just gonna go in and, you know, speak their language. And, you know, and hopefully the teachers are accepting of that, you know, hopefully the teachers are engaging and fostering and, you know, providing, providing resources in both languages, you know, to foster their bilingualism because that's the true gift. (Robbins, Interview, Springfield).

Springfield Elementary – General Meaning Making

The school leaders at Springfield Elementary focused on positively positioning the educational experience of the EBL students. They leveraged LEA-level policies that focused on supporting diversity, Language as a Right, the goals of Democratic Equality, and worked toward embracing orientations of Language as a Struggle. They used an LEA-level mission statement that overtly valued diversity and supported students to develop into responsible citizens, and the LEA-level focused their work to see EBL students from an asset-based perspective. In addition, the school leveraged multiple bilingual school leaders who identified as EBLs as children and drew on their personal and professional backgrounds to positively position the educational experience of their EBL students. Springfield also had school leaders who were not bilingual, but who demonstrated their commitment to supporting Spanish-speaking EBL students. While there

was specific identification of professional learning directly related to supporting EBL students, the school leaders recalled learning to support the socio-emotional needs of the EBL students, especially students from traumatic situations.

The lack of focus on clearly identified goals of education and overtly leveraged language orientations spanned across the school leaders at Springfield Elementary School. This appeared to be a result of two recent changes in elementary-level leadership: the school principal and the director of elementary education. One school leader clarified that she taught from a stance of English immersion and noted that there were “problems” if students fell in with Spanish-speaking peers, too much. However, it was unclear as to what goals of education she most identified with and what Language Orientations she regularly leveraged. Nevertheless, I observed more of a Language as a Problem orientation from her than I observed from other school leaders.

As the school leaders worked daily to support the EBL students at Springfield, they focused a short-term goal of growth and a long-term goal of biliteracy. They engaged closely with students and the school community via HL use, supported cultural pride, and leveraged the school as a community hub that supported an overarching goal of Democratic Equality. In addition, the school leaders at Springfield articulated and demonstrated ways in which they worked to support the end goals of education for the EBL students that connected with ideas of Social Mobility and Social Efficiency. Lastly, they also wanted to provide more support to EBL students via ideas related to the orientation of Language as Struggle. But they were unfamiliar with some of the ideas connected with this new language orientation and identified more with orientations of Language as a Right or Language as a Resource.

Cross-Site Meaning-Making - RQ1: Policies and Practices

In considering the data for RQ1 from across all three case studies, I found few examples of overt policy guidance from the state-level for supporting EBLs other than the administration of the required WIDA assessment. The quick default to policy related to WIDA testing was most evident as the school principal at Case Site #1 noted that WIDA was parallel to the high-stakes Pennsylvania System of School Assessment (PSSA) testing. Smith noted, “WIDA testing is a state mandate, and it needs to be treated with the same respect that PSSA testing does” (Smith, Interview, Avon Creek). Similarly, during her semi-structured interview, the assistant principal at Case Site #2 almost immediately started to talk about WIDA; However, she brought it up for a different reason. Durango positively referenced the WIDA test and highlighted how the school leaders at Marshall Brant used the data from the assessment to plan for the instructional supports for the EBLs in the school (Durango, Interview, Marshall Brant; When a New ML Enters School, Document, Marshall Brant). Other than the required WIDA testing, school leaders made little mention of general state-level policies related to ELD program requirements at any of the case sites. Nothing related to the Basic Education Circular, the state standards for ELD, etc. (Pennsylvania Department of Education, 2025a). While both Case Site #2 and Case Site #3 had official School Board policies related to the LEA’s ELD program (ELD Board Policy, Marshall Brant, Document Analysis; ELD Board Policy, Springfield, Document Analysis), no school leader from either site ever referenced these LEA-level policies. However, at Case Site #2, when Durango talked about an LEA-level policy that regionalized ELD supports, at that time. She noted that parents were opting out of ELD services in other schools in the district so that their EBL children could remain in their neighborhood school. She noted:

And families are opting out of those services. Because they don't want them to go to another school. So, we have opt-out students that are not having specific ELD instruction. They're in a classroom with the classroom teacher, who is accountable to provide those accommodations and supports, but it's not an ELD specialist. (Durango, Interview, Marshall Brant)

Across case sites, there were a few LEA-level policies. These policies tended to focus on features of the educational experience that impacted the overall direction of the LEA and how it positioned the educational experience of the EBL students and community. The LEA-level policies focused on aspects such as LEA mission, desired traits for students and graduates, and some programmatic policies. Programmatic policies included Spanish language classes at Case Site #1, the de-regionalization of ELD support in Case Site #2, and some focus on community engagement, such as in Case Site #3.

At Case Site #1, policies identified via the mission and vision statement and their profiles for a successful Learner focused on a multiculturalism (Mission and Vision, Document, Avon Creek; Profiles of a Successful Learner, Document, Avon Creek) and bilingual and biliterate abilities (Profiles of a Successful Learner, Document, Avon Creek). The district-level mission statement for Case Site #2 also guided the work of supporting the EBL students as it articulated ideas that aligned with the educational goal of Democratic Equality. This mission statement noted “respecting the diversity of the student population” to develop “responsible citizens” and “encourages critical thinking and problem solving” (Mission Statement, Document, Springfield). These LEA-level policies focused on the desired outcomes for the educational experience in the LEA, but the policies only broadly articulated the core ideas.

There were two other clear examples of LEA-level policy that focused on EBL students. One was Case Site #1's designation of itself as "a dual language program promoting biliteracy and bilingualism" (CEO's Welcome, Document Analysis, Avon Creek) where "all students receive 40 minutes of uninterrupted academic Spanish instruction every day. Through reading and writing instruction...to become bilingual and bi-literate" (*Curriculum Overview, Document, Avon Creek*). The other example was a new LEA-level policy in Case Site #2 that de-regionalized ELD supports so that all students would receive ELD services in their neighborhood school (Notice of Changes for the 24-25 School Year, Document, Marshall Brant).

Finally, in looking across the three case sites and RQ1 and making meaning from the data, I observed that the closer the policies came to the student level, the clearer the policies became. However, while clearer in direction, the school-level policies also became more ambiguous in their establishment. Therefore, at the school level, there were more de facto policies; formalized practices set by school leaders with official positions of authority, such as principals, assistant principals, and curriculum leaders, as they worked closely with the school-based leaders. As these de facto policies had ambiguity related to who established them and with what policy-setting authority, they aligned more closely with RQ3 and the daily work of school leaders.

These de facto policies related more directly to the EBL students. They focused on the instructional practices of co-teaching, such as at Case Site #2 (Durango, Interview, Marshall Brant) and Case Site #3 (Robbins, Interview, Marshall Brant). Another one spanned across the three case sites and clarified the importance of seeing the EBLs via an asset-based perspective (Durango, Interview, Marshall Brant; Robbins, Interview, Springfield; Smith, Interview, Avon Creek; Vesterson, Interview, Marshall Brant). Also spanning across all three case sites, how

school leaders used the HL in schools for clarification of teaching and learning via staff who were capable of translating or via the use of digital translation software (Aguilar, Interview, Avon Creek; Fox, Interview, Avon Creek; McAllen, Interview, Marshall Brant; Medina, Interview, Springfield; Miranda, Interview, Marshall Brant; Valdez, Interview, Avon Creek; Vasquez, Interview, Springfield). Finally, there was a de-facto policy at the school leader-level that spanned across all three case sites as they organized academic instruction and supports of the EBL students based on the needs of the EBL (Duckworth, Interview, Springfield; Durango, Interview, Marshall Brant; Robbins, Interview, Springfield; Smith, Interview, Avon Creek).

As I made meaning across all three case sites, I made sense of the policies related to academic instruction and HL use. Those policies related more directly to a specific outcome; a policy for co-teaching resulted in co-teaching. A policy for EBLs' right to use their HL resulted in the use of their HL. It was challenging to make a cross-case analysis of policies that related to the goals of education. An example of this challenge existed as I analyzed the Mission and Vision documents and the LEA-level that focused on bilingualism and biculturalism. There was no overtly stated intent of these policy foci, or whether they purposefully aligned with the goal of Democratic Equality or Social Mobility. Similarly, I could not confirm if the policy that established Spanish in the elementary school was oriented toward Language as a Struggle or Language as a Resource.

Cross-Site Meaning-Making - RQ2: Experiences and Educational Training

As I analyzed the collected data related to RQ2, I looked for ways in which the bilingualism, personal experience, professional experience, and the professional learning opportunities of the school leaders impacted the educational experience of the EBLs. I also looked for data related to future professional development needs.

Across all three case sites, the level of bilingualism among the school leaders was limited. However, some school leaders positively referenced their personal experiences growing up as EBLs (Aguilar, Interview, Avon Creek; Medina, Interview, Springfield; Miranda, Interview, Marshall Brant; Robbins, Interview, Springfield; Samudeo, Interview, Avon Creek; Vasquez, Interview, Springfield). While all case sites had bilingual school leaders, only two case sites, Case Site #1 and Case Site #2, had school-based administrators who were bilingual. Both were assistant principals. Case Site #3 also had two LEA-level administrators who had bilingual ability. One was the Supervisor of Curriculum and Instruction K-12, Jesús Medina, who grew up locally as a native Spanish-speaker and as an EBL student. The other was ELD Coordinator K-12, Alexandra Robbins. While Robbins was not a culturally native Spanish-speaker, her mom was a Spanish teacher, and Robbins grew up bilingually, with her mom primarily speaking to her in Spanish. The bilingual abilities of these school leaders, who were in formal positions with supervisory authority, positioned the educational experience of the EBL students in important ways. These school leaders had more regular access to policy decisions and a more formal role in shaping daily practices in case sites. As a result of their bilingual experience, these school leaders approached the EBL students' educational experience primarily via the language orientations of Language as a Right and sometimes via Language as a Struggle. These school leaders made connections with students and families, and they worked to support the families and to adjust the systems to overcome layers of deficit thinking and raciolinguistics toward EBL students.

While not all schools had bilingual school administrators, all three case sites had bilingual Latinas who worked in support staff roles and who forged strong connections with the EBL students and their families. The presence of these Latina school leaders supported the idea

of distributed leadership (Spillane, 2005) and illustrated that the positioning of the educational experience of the EBL students was not necessarily positively correlated to the formality of the job title of the school leader. These school leaders included the following: front office staff (Valdez, Interview, Avon Creek); administrative assistants (Valdez, Interview, Avon Creek; Vasquez, Interview, Springfield); and instructional paraeducators (Miranda, Interview, Marshall Brant; Vegas, Interview, Marshall Brant).

In addition to the importance of linguistic abilities, the school leaders, the data collected related to RQ2 showed that personal life experiences as well as the previous professional experience substantially influenced how they positioned the educational experience of EBLs. Returning to the four Latina school leaders I just mentioned, each of them made connections to motherly roles as they supported the EBL students in their schools. For example, Administrative Assistant Valdez noted that she often purposefully spoke to EBL students who were in the office in Spanish if they were in trouble (Valdez, Interview, Avon Creek). At Case Site #2, both Miranda and Vegas were former parents of EBL students in the school, and both were very connected to this former role as they now looked to give back to the current EBL at Marshall Brant. Miranda channeled the same Social Mobility goal that her family instilled upon her as she said she, “They can learn and maybe they won't all go to college, but at least they will have the option if they if they feel like they can do it. They can. So that's how I relate to them” (Miranda, Interview, Marshall Brant). Vegas grew up in Mexico and immigrated to the United States in the last six years. Because of this, she said she felt a strong connection to the EBL students at her school. She also shared how happy she was to see her work as community support. She said, “...I do too, in a sense. And like, giving back, exactly giving back to the community, to the

culture ...that's what you feel. I mean, I feel that too. Exactly” (Vegas, Interview, Marshall Brant).

At Case Site #3, Administrative Assistant Vasquez articulated how her mother, who was a first-generation immigrant to the United States, was committed to her children growing up with strong bilingual abilities. As a mom, Vasquez demonstrated a similar commitment to her children. Now in her role as administrative assistant to the assistant principal, Vasquez had a deep commitment to working to support the EBL students of Springfield. She noted that she sees the EBL community lose its HL after the third generation, and she believes that is unfortunate (Vasquez, Interview, Springfield). She also noted that due to her personal experience, she sees Language as a Resource, agrees with the ideas of Language as a Struggle, is proud of how she and her mother have helped their children to maintain their HL, and she now enjoys helping EBL students and teachers continue to improve their Spanish language abilities (Vasquez, Interview, Springfield). She clarified this commitment when she said:

I'm very proud to work here. I've, you know, been offered positions at other schools, and I just feel like I don't feel like I would have as much to offer to one of the other schools whose immigrant population is low. So, I stay because I know here I can make a difference. (Vasquez, Interview, Springfield)

Across all three case sites, other school leaders saw these four individuals as key school leaders who supported the EBL students and the community. Their personal experiences paralleled the EBL students in the school. And the other school leaders, the EBL students, and the EBL families noticed and connected with these four in a powerful way.

Other school leaders referenced their personal experiences growing up as EBLs or with some bilingual experiences (Medina, Interview, Springfield; Robbins, Interview, Springfield;

Samudeo, Interview, Avon Creek). They referenced similar connections to orientations of Language as a Right and as a Resource and focused on a goal of Social Mobility. As a result of their own experiences, these four school leaders were oriented toward an educational goal of social mobility and, to a degree, Democratic Equality.

Across the case sites, three school leaders noted their experience with the Language as a Problem orientation when they were growing up. Two in Case Site #1 (Aguilar, Interview, Avon Creek; Samudeo, Interview, Avon Creek) and one in Case Site #2 (Durango, Interview, Marshall Brant). Samudeo referenced when his childhood friends used the Language as a Problem orientation as they made fun of his Colombian heritage and joked that because he spoke Spanish, he must be connected with cocaine and drug cartels. He used this memory as a reminder to move away from that orientation and toward more of a Language as a Right or Language as a Resource. Aguilar, on the other hand, noted that she had lost a lot of her bilingual abilities as she grew up in a school setting where teachers and peers did not look like her and where the community's Language as a Problem orientation valued English more than Spanish (Aguilar, Interview, Avon Creek). Finally, Durango recalled how her father, who was of mixed Latino and Italian heritage, hid his Latino roots, never spoke Spanish, and only told people that he was Italian (Durango, Interview, Marshall Brant). All three of these school leaders alluded to ways in which these regretful experiences had caused them to orient more openly to Language as a Right and a Resource.

Other personal experiences that influenced the school leaders' views on supporting EBLs came through multicultural experiences and travel experiences when school leaders were children or early in their professional careers. This occurred for school leaders at Case Site #2 and at Case Site #3. Some of these experiences included living abroad and lengthy international

travel experiences (McAllen, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant, Vasquez, Interview, Springfield). Two of these experiences included living internationally on American military bases (Vesterson, Interview, Marshall Brant; Vasquez, Interview, Springfield). One of them included living with a host family in Spain for a Spanish language education excursion (McAllen, Interview, Marshall Brant). And one involved serving in the Peace Corps in Ecuador (Vesterson, Interview, Marshall Brant). Across these case sites, these experiences heightened the school leaders' orientation to Language as a Right as they had first-hand understanding of how a HL helps learners as they acquire additional languages. And as Language as a Resource as they saw the benefit of using multiple languages to move through the world in other countries and cultures that don't speak English as the dominant language. However, only Vesterson's experience seemed to move her orientation toward one of Language as a Struggle.

Across all case sites, the previous professional experiences shaped how the school leaders in this study positioned the EBL students. Three of the school leaders in the study had previously served as Spanish teachers. This includes Durango and Vesterson at Case Site #2 and Robbins at Case Site #3 (Durango, Interview, Marshall Brant; Robbins, Interview, Springfield, Vesterson, Interview, Marshall Brant). Some, like Aguilar at Case Site #1 and Durango at Case Site #2, had previously taught ESL (Aguilar, Interview, Avon Creek; Durango, Interview, Marshall Brant). Other school leaders had previous professional experiences in urban schools that had more culturally, linguistically diverse student populations. McAllen from Case Site #2 and Smith from Case Site #1 fit into this group (McAllen, Interview, Marshall Brant; Smith Interview, Avon Creek). Other previous experiences included teachers who transitioned into roles that more directly support EBLs from a traditional classroom experience. This was the case

for Duckworth at Case Site #3 and Houck at Case Site #2 (Duckworth, Interview, Springfield; Houck, Interview, Marshall Brant). Looking at the professional experiences across the case sites, I saw common ways in which previous professional experience influenced how the school leaders positioned the educational experience of the EBL students. The school leaders who were previously Spanish teachers and ESL teachers tended to relate to Language as a Resource and Language as a Right orientations. They generally viewed bilingualism as something that was closely connected to culture and something to be valued and harnessed Or as Aguilar said, “When I hear my students... are like little embarrassed to speak Spanish. ... I'm like, it's beautiful to know two languages. Like, it'll come in handy when you're older” (Aguilar, Interview, Avon Creek). The school leaders who had previous experience in urban educational settings, locations where the student body makeup was more non-white, tended to have a view of the goal of education as one of Democratic Equality. They were focused on ensuring that students got whatever supports they needed to be successful in the school system. Smith talked about this as he said, “we will make sure that [EBL students and their families] have what they need to be heard and to have their, their voice, you know, out there to have their opinions and concerns brought to our attention” (Smith, Interview, Marshall Brant). The school leaders who previously served as classroom teachers in a general education setting did not seem to have a particular orientation or goal that stood out for their work with EBL students. Rather, it seemed that after teaching in a classroom for many years, they were ready for a transition and enjoyed the small group nature of working with EBL students who received ELD supports.

In looking across case sites and making meaning related to the professional development of the school leaders, I saw that the school leaders drew on their personal experience and their previous professional experience more than they drew on recent professional development. Case

Site #1 and Case Site #3 demonstrated inconsistent formal PD related to EBLs at both the school-level and the LEA-level. At both of these case sites, the school leaders noted that professional development happened, but could not confirm specific dates and topics. At Case Site #1, Principal Smith recalled, “I’m trying to think if there were...I can picture one, but I can’t think of what the name was; it was just more general, like it dealt with, like ELs, like basic accommodations. Like very like entry level” (Smith, Interview, Avon Creek). At Case Site #3, Assistant Principal Olszewski noted, “We definitely have trainings. I couldn’t tell you the names or the dates of when they are, but they are yearly” (Olszewski, Interview, Springfield).

Case Site #2 was an outlier in the area of PD for school leaders. At that site, evidence existed of ongoing professional development at the school level and the LEA level. During my initial site visit to the school, Bremmer, the school principal, was helping me to get acclimated to the school and shared two academic research books that he was currently reading. One focused on case studies related to immigrant students and educational leadership, and one focused on social justice, school leadership for refugee students. During her semi-structured interview, assistant principal Durango also shared a professional research book that she and the ELD teachers at Marshall Brant were currently studying together. The book focused on co-teaching and EBLs. Durango talked about the ongoing book study as she said, “Yeah, so our ELD team, we read the first two chapters, and I think we’ll probably continue it into the summer...” (Durango, Interview, Marshall Brant). In addition, Durango was a current member of the national-level professional learning community (PLC) as a WIDA Fellow. In that PLC, she was reading another book on the topic of coaching teachers and maintaining a focus on equity as to how to best support EBL students. Durango noted that she also worked to bring learnings from

the WIDA PLC back to the school level on a regular basis (Durango, Interview, Marshall Brant).

She shared this as she explained:

So, whether it's a faculty meeting focus, or our ELD team is doing a book study... We're just making sure that the conversation is always relevant and that our practice is evolving so that we're not stuck in a pullout model from 10 years ago. (Durango, Interview, Marshall Brant).

The other school leaders at Case Site #2 recognized the importance of the ongoing professional development and the impact it had on them at the school level and the LEA level. ESL/Kindergarten teacher Houck noted the value and this as she talked about presentations that she and Durango presented at LEA-level in-service days. She explained:

I think that the stuff that Michelle has given us to read as a department - she's given us some texts, some books, like we tried to do a book study on different ways of co-teaching. That's been more helpful. Oh, that's been more helpful than anything that we've gotten so far. (Houck, Interview, Marshall Brant)

Cross-Site Meaning-Making - RQ3: Daily Work of School Leaders

In this study, the daily work of school leaders encompassed the largest area of impact on the positioning of the educational experience of the EBL student. This daily work spanned students' general school experience, the academic instruction, the use of the HL in school, the connections with students and their families, as well as how the school leaders leveraged language orientations and goals of education to support their EBL students in their school communities. As I noted in the Cross-site Meaning-Making section for RQ1, several de facto policies were formalized practices brought to fruition by school leaders with formal positions of leadership in which their daily work set de facto school policy.

When I created the study concept and thought about policies that positioned the educational experience of EBLs, I initially approached research through the lens of Carver's (2006) ideas of nested policies. That is, I assumed that LEAs would have large policy bowls (Carver & Carver, 2016) with a clearly identified overarching policy of supporting EBL students at the leading edge of their organization. However, the data showed that the way the school leaders supported the EBL students was less guided by large bowls of policy and more by the daily work of school leaders via what I came to refer to as the small bowls of de facto policy. Some of the de-facto policies that emerged as the daily work of the school leaders included the focus on academic instruction, the use of HL in the school to connect with the students and their families, celebrating the cultures of the EBL students, and various ways in which the daily work connected with the various language orientations and the goals of education.

Across all three case sites, the school leaders worked to integrate overt connections for EBL students more directly into the curriculum. However, the sites worked toward this integration in different ways. At Case Site #1, the school leaders focused on their school's daily Spanish language instruction classes, where the students received 40 minutes of academic Spanish instruction (Curriculum Overview, Document Analysis, Avon Creek). This was a key part of their school identity, and they referred to it as a dual language program (Withdrawal Form, Document Analysis, Avon Creek). Outside of this daily Spanish instruction, the academic program was similar to the general academic experience in the other case sites. At Case Site #2, the school leaders worked to integrate cultural connections into the educational experience across classes. This started with their view of the EBL students from an asset-based perspective that valued what they brought with them to the educational experience. From there, they incorporated cultural highlights into poems in writing class (Vesterson, Interview, Marshall

Brant), research projects in the Library (Houck, Interview, Marshall Brant), and STEM-based activities in STEM (McAllen, Interview, Marshall Brant). While Case Site #3 demonstrated school leaders who worked to integrate a variety of supports for EBLs into the educational experience, but did so with limited clarity in the direction from the LEA or the school. However, they empowered teachers to be on the leading edge of the curricular changes, and they focused on ideas that resonated with the orientation of Language as a Struggle (Medina, Interview, Springfield; Robbins, Interview, Springfield).

Across the three case sites, the school leaders focused their daily work on academics and instruction related to the EBL students. At all three sites, the school leaders leveraged the required WIDA tests to drive instructional needs of the EBL students who qualified for ELD support. When it came to more specific practices related to the EBL students' instruction, there was less consistency. Case Site #2 had a clear flow chart process that guided the various instructional supports and how the school leaders scheduled and supported an EBL student who was new to their school (When a New ML Enters the School, Document Analysis, Marshall Brant). The two other case sites were more ambiguous about the process. They both referenced ways in which they worked to positively position the EBL student, but it was less defined and more ad hoc (Duckworth, Interview, Springfield; Fox, Interview, Avon Creek).

Consistent across the three case sites was the use of the Spanish HL in the school as a means to support students' access to academic learning. That is all three case sites demonstrated an orientation of Language as a Right and made space for the use of Spanish within the school environment with EBL students and the families. Sometimes this came in the shape of translating or translanguaging in the general education classroom, making connections with the students to increase their comfort and receptiveness to the content learning, and translating and

communicating effectively with families. Outside of one teacher's ESL class at Case Site #3 where she focused on immersion (Duckworth, Interview, Springfield), the general sense across the case sites was that there was never a time when students could not use Spanish (Aguilar, Interview, Avon Creek; Olszewski, Interview, Springfield; Samudeo, Interview, Avon Creek). This meant that school leaders supported students in any way they could. Sometimes this included translanguaging during class instruction (Room 302 ESL Push-in, Observational Field Note, Springfield; Vesterson, Interview, Marshall Brant). Sometimes the school leaders translated and used Spanish to clarify instructions (Library, Observational Field Note, Marshall Brant; McAllen, STEM, Observational Field Note, Marshall Brant). Or when they reinforced general classroom procedural directions (Ms. Fox, Observational Field Note, Avon Creek). Other times, the school leaders used Spanish to make students more comfortable and to lower their affective filter (Office Area, Observational Field Note, Avon Creek; STEM, Observational Field Note, Marshall Brant). School leaders who had more fluent Spanish speaking abilities used the HL to work through school discipline situations (Valdez, Interview, Avon Creek; Vasquez, Interview, Springfield), and to communicate with families (Durango, Interview, Marshall Brant; Office Area, Observational Field Note, Avon Creek; Robbins, Interview, Springfield; Vasquez, Interview, Springfield). Where the school leaders were not able to use personal abilities to communicate in Spanish, they used technology translation tools such as iPads, computers, cell phones, or Pocket Talks (ESL Push-in, Observational Field Note, Marshall Brant; Fox, Interview, Avon Creek, Houck, Interview, Avon Creek).

All three case sites translated for families easily accessible via in-person school or LEA staff or via technology such as Class Dojo (Fox, Interview, Avon Creek; Robbins, Interview Springfield), Talking Points (Durango, Interview, Marshall Brant; When a New ML Enters the

School, Document Analysis), or Language Line Marshall Brant; Durango, Interview, Marshall Brant). Of these HL options for families, only Language Line, used by Case Site #2 (Durango, Interview, Marshall Brant), leveraged certified interpreters.

Beyond the daily use of the HL in schools, all three case sites celebrated the culture of the EBL students and families. Across the case sites, this celebration came in the form of large extra-curricular community events and smaller instances of daily recognition in the school or classroom environments. All three case sites leveraged large celebrations of heritage culture in after-school events for the school community (Durango, Interview, Marshall Brant, Medina, Interview; Springfield, Samudeo, Interview, Avon Creek). These events were held annually and highlighted foods, festivals, and other cultural highlights of the school's EBL community. In addition, all schools worked to integrate cultural recognition and celebration into the daily school experience with signs and displays (Library, Observational Field Note, Marshall Brant; Newcomer Small Group, Observational Field Note, Marshall Brant; Vasquez, Interview, Springfield; WIN, Observational Field Note, Springfield) and activities integrated into the general class curriculum (McAllen, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant).

All three case sites approached their daily work related to EBL students via the Language as a Resource orientation. While the overarching orientation of the daily Spanish classes at Case Site #1 was unclear, multiple school leaders there noted how their Spanish language ability helped them to advance professionally (Samudeo, Interview, Avon Creek; Valdez, Interview, Avon Creek). Similarly, so did school leaders at Case Site #2 (Durango, Interview, Marshall Brant; McAllen, Interview, Marshall Brant; Vesterson, Interview, Marshall Brant). While the school leaders at Springfield noted the true gift of bilingualism (Robbins, Interview, Springfield),

they did not demonstrate the same neoliberal stance focused on the economic and social mobility benefits of Spanish in the way the other two case sites did. The school leaders at Springfield articulated aspects of their daily work that more aligned with the orientation of Language as a Struggle (Medina, Interview, Springfield; Olszewski, Interview, Springfield; Robbins, Interview, Springfield).

Chapter 5

Brief Summary of Substantive Findings

As I worked through the cross-case meaning-making of this multi-site case study, certain themes emerged from the research. One overarching theme was that there were various terms used somewhat interchangeably when discussing EBLs and their educational experience. As the various terms had specific details related to being asset-based, deficit-based, student-first, or English-first, different organizations, from the State, to LEAs, to individual school leaders, to researchers, all, at times, used different terms. Not only did this create confusion in talking about the students, but it also clouds the overarching goal of how school leaders work for EBL students. In addition, there was an ambiguous identification of EBL students. Most often, the school leaders focused their attention on the students who qualified for ELD services. However, the uniqueness of EBLs and their community is not ameliorated when they enter an ELD program, and it remains after they exit from an ELD program. Across the case studies, there was less focus on EBL students who had a higher level of English language proficiency and therefore did not qualify for official ELD programs. That lack of focus demonstrated a lack of commitment to fully engaging EBL students across all the stages of their emerging bilingualism.

State-level and LEA-level policies, covered in this study, were broad in scope and limited in specific direction for school leaders. They focused on complying with certain requirements and highlighted general culminating school experience traits for the students. In addition, non-specified, de facto school policies existed as a result of the collective daily work of the school leaders. And while all of the school leaders had the power to positively position the individual EBL students' educational experience, the school leaders with formalized positions of

supervision and evaluation had the power to appropriately adjust the school system in substantial ways.

Related to the experiences of the school leaders, there is a general theme that the bilingual abilities of the staff did not match the linguistic abilities of their students. In addition, due to the limited professional learning experiences provided by school leaders, it was critically important to understand how the personal experiences and the previous professional experiences of the school leaders worked to position the educational experience of the EBL students. In this study, the school leaders generally leveraged their personal life experience and previous professional experience more than the professional learning and development from their current educational role. Therefore, school leaders who are making hiring decisions should pay attention to these personal experiences and the previous professional experience of the candidates. Moreover, there is an overall need for school leaders to provide ongoing professional learning related to EBL students and their school communities.

In their daily work, the school leaders regularly and broadly used the HL to forge connections with the students and the families, to increase access to content-specific concepts, and to highlight the culture of the EBL students. The use of the HL is connected to ideas of Language as a Right and Language as a Resource. While school leaders demonstrated an overall sense that they wanted to support EBLs in a way that was parallel to the orientation of Language as a Struggle, the school leaders lacked a conceptual understanding of this orientation and therefore only tangentially positioned EBL students via that language orientation. The more consistent work via Language as a Right and Language as a Resource positioned EBL students toward a goal of Social Mobility and, at times, toward the lower end of Democratic Equality.

Limitations

I recognize there were limitations in this research study. Many of them existed outside of my control as the researcher. Some plausible limitations included the subjectivity of my data collection, the many terms used in education for EBL students, and funding inadequacies for schools in Pennsylvania. In addition to the plausible limitations, I confronted various validity threats during this study. The threats included my biases as a researcher and respondent bias, such as the Hawthorne Effect (Adir, 1984). During my study, I was sure to consider the plausible limitations, and I made substantial efforts to address these validity threats to increase the dependability of the study.

One plausible limitation was the subjectivity of my data collection. I included this as a plausible limitation rather than a validity threat, as the aspect of data collection was more closely aligned to the context of the research than it was to the interpretation of my data. The data collection for this study was connected to three different elementary schools in Southeastern Pennsylvania. While I took specific measures to design this multi-site case study so that the research captured a broad view of educational experiences for EBL students across cases, the access I had to the case site-specific data was limited by school-level or LEA-level administrators. In all of the case sites, someone managing my access to the site asked for my preferences as to the data I wanted to collect. However, those managers also had substantial influence over the school leaders who participated in the semi-structured interviews, the various parts of the educational experience where I collected observational field notes, and many of the documents that I accessed for the document analysis.

Another plausible limitation included the multiple terms used to think about students in the schools who spoke Spanish as a HL. While I specifically chose to use Emergent Bilingual

(Garcia, et al., 2008) as I focused this research study to include all students who are acquiring English and are continuing to function with their HL. However, PDE does not recognize this term as they identify students through their levels of deficits in English. PDE uses English Learner (EL) (Pennsylvania Department of Education, 2023b). Similarly, PDE refers to the curricular program offered by schools to help students acquire English as English Language Development (ELD) (Pennsylvania Department of Education, 2023b) while labeling the teachers who provide the ELD support as teachers of English as a Second Language (ESL) (Pennsylvania Department of Education, 2023). In addition, further challenges around the communication and thinking about students who have a HL other than English and are acquiring English in the school setting existed as multiple case sites chose to use the asset-based language of Multi-Lingual Learner (MLL) when they talked about the students (Durango, Interview, Marshall Brant, Robbins, Interview, Springfield). Moreover, this confusion of identification added a plausible limitation as some school leaders at the case sites limited their focus for this study to the students who were formally identified to participate in ELD programs. These students in the ELD programs made up only a small subset of all EBL students in the various case sites.

Related to the terms and language used to discuss EBL students and schools, as I designed the study, I assumed that the participants would be familiar with the Language Orientations, especially those coined by Ruiz (1984). Therefore, I included a specific prompt for participants to read and respond to in the semi-structured interview. I expected this to prompt an open-ended conversation about the Language Orientations and how the school leaders were thinking about them, related to the work with EBLs in their schools. In the end, none of the participants had substantial prior knowledge of the Language Orientations, and the use of this prompt felt a bit leading in the Semi-structured interviews. And upon reflection on the completed

study, I think I could have left this prompt and the connected question out of the semi-structured interview protocol.

Another limitation was the lack of equity in the funding formula for schools in Pennsylvania. Due to a funding system for public schools in the Commonwealth that was ruled to be unconstitutional (PA Schools Work, 2025) and established institutional racism that impacts school funding inequalities between more and less affluent communities (Flores and Chaparro, 2017) discrepancies existed between the financial resources of the various case sites (Commonwealth of Pennsylvania, 2025). These financial differences create a plausible limitation that must be considered in comparing the individual case sites they leverage their financial means to position the educational experience of the EBL students. At the same time, this funding discrepancy is not a methodological limitation. Quite the opposite. Having geographic and demographic diversity across the three individual sites added to the strength of the methodological design of the study. Similarly, having this diversity in the area of financial resources across the three case sites can also strengthen the methodological design of the study.

One of the possible validity threats was my positionality and potential bias in my research as a practicing school administrator. Given my school leadership role, I may have unconsciously influenced the analysis of the data. I could have limited my analysis by looking too closely for positive ways in which the school leaders positioned the educational Experience of EBLs. And conversely, my years of frustration related to the general lack of support for EBLs in many formal school systems could have influenced my analysis to skew negatively. To minimize the limitations caused by my professional work and my personal views on bilingual education and EBL students, I worked to maintain reflective memos and to be aware of my positionality as I collected and analyzed the data and I worked to minimize my unintentional bias by using

independent resources to guide my observations and data collection. As I mentioned previously in Chapter 3, I used three types of reflections: reflection-in-action, reflection-on-action, and reflection-through-action (Schön, 1983) as a guiding process for my reflections and memos. I regularly completed the reflection-in-action and the reflection-on-action memos immediately after the semi-structured interviews as spoken reflections that I captured using Otter.ai. I often completed my reflection-through-action via Otter.ai, too. This process helped me to address potential biases in the research process. I also returned to the reflections to identify any patterns in the data or themes that emerged via the reflections. All in all, these reflective memos strengthened my research study.

Also, the respondent bias, or the Hawthorne Effect (Adir, 1984), could have been another limitation as I collected data via in-person, semi-structured interviews and in-person, observational field notes. To combat the possible respondent bias, I worked to establish an appropriate level of trust with the school staff through my role as a participant observer (Merriam, 1998; Phelps, Ferrara, & Goolsby, 1993). In addition, for the semi-structured interviews, I used a process of member-checking where I set the interview a finalized version of the text from our interview and allowed them to review and adjust any of their response.

The collection of documents for the document analysis consisted largely of documents that the LEA made publicly available or that the school leaders provided to me personally. Thus, I recognize the potential limitation as the sample is comprised of limited documents. As a result, there is a possible limit in the quantity of documents that show the school leaders in a negative light, and the data gathered from the analysis could be skewed toward the orientation that the school leaders wanted to project.

To support the validity of the data that I collected at each case site via my observational field notes, I leveraged the field work observation protocol (See Appendix C). I based this protocol on Honigman's (1974) multidimensional analysis of classroom interaction (MACI) and Armfield's (2007) teacher behavior/student behavior protocol. Also, to increase consistency in my note-taking and data analysis, I used the (Pre)dispositions of Four Orientations of Language Planning (See Appendix C) for guidance. Even in considering these limitations and articulating the appropriate steps I took to guard against them, I recognize that there could be other unidentified limitations that could have tempered or altered the validity of the findings.

While I worked from a definition of distributed leadership, and I took care to ensure that my interview participants came from a broad representation of the school, in two case sites, I did not get to interview the school principal. This was the choice of the various sites and not my choice as a researcher. At one case site, the assistant principal was a former ELD teacher, was bilingual, and had specific impact on the educational experience of the EBL students; however, the school principal was also noted frequently in the data collection at that site and his participation in the study could have provided a more complete understanding of that site. The principal gave a verbal agreement to participate, but due to scheduling conflicts, the semi-structured interview never came to fruition. At the other site, the school was in the first year of a leadership change, and the district-level leadership made the final decision as to who would and would not participate in the research study. In addition to the assistant principal, who had been at the school for many years, I also interviewed two district-level leaders who worked closely with the school.

Related to the semi-structured interviews, I used a pre-established Interview Protocol (See Appendix A) to guide my interview questions, I worked to find a balance between

providing ample space to listen to the interviewee's response and asking probing questions, and I tried to draw out core ideas from the participants without leading them to a certain response. This caused the interviews to go out of order of the pre-established questions in the Interview Protocol. To counterbalance this, I used an Interview Protocol for each interview and marked off the various questions as the interview transpired. This allowed me to track and guide each semi-structured interview for consistency.

Comparison of Findings to Existing Literature.

The goal of this study is to be in conversation with existing research and to be a catalyst for future research in the fields of bilingual education and educational leadership. To that end, I created a multi-site case study related to Spanish-speaking EBL students at the elementary school level that school leaders and researchers could leverage as they continue to hone their practice to best position the educational experience of EBL students in elementary schools. My findings connect with other findings in many ways. In the area of the daily work of school leaders, this research connects with Menken & Solorza (2015) and their work that highlights the importance of the school principal as a “linchpin to bilingual education” and the importance of leadership at the school level. Continuing to be in conversation with previous research about the critical work of school leaders – specifically principals – my findings complement the findings of DeMatthews and Izquierdo (2017). In their study, DeMatthews and Izquierdo articulate the uniqueness of principals as school leaders who have a formalized position of authority in which they can impact policy, hiring, supervision, professional development, etc., and can work to position the educational experience of EBLs toward social justice and Democratic Equality. Moreover, DeMatthews and Izquierdo also articulate the need for principal preparation that directly connects to understanding the complex experience of EBL students.

In the area of working to help school leaders to understand how the educational experience of the EBL is interwoven with large social and political forces beyond the specific classrooms, my findings also, the findings from my research study connect to Flores and Chaparro (2017) as my study looked to understand how successful schools were combating or reinforcing the marginalization of EBL students and communities in schools and looked to understand how broader social context impacts the educational experience of EBL students.

In addition to these previously mentioned studies, there are countless other studies in the fields of bilingual education, language education policy, educational leadership, and principal preparation that my research findings complement. However, I would like to draw attention to one other, largely encompassing collection of studies, *Negotiating Language Policies in Schools: Educators as Policymakers* (Menken and Garcia, 2010). As editors for this collection of studies, Menken and Garcia (2010) assemble various language education policy research studies from around the World that all ask the research question, “How are language education policies interpreted, negotiated, resisted, and (re)created in classrooms?” (p. 2). As Menken and Garcia (2010) explain in the introduction of their book that as a result of the collection of the studies, they, “find that language policies can be explicit or implicit, de facto or planned, and that educators at the Introduction [and] local level hold as much responsibility for policymaking as do government officials” (pp. 3-4). In addition, Menken and Garcia (2010) organize their book into two parts based on how school leaders may shape or be shaped by policy; one related to “individual forces—how teachers’ or school administrators’ prior experiences or personal identity shaped their interpretations and enactment of language policies” (p. 4) and other related to “external forces shaping educators’ language policy negotiations, based on the situation or context (e.g., political, community, region, etc.) within which their school or district is nested”

p.4). The use of these two contexts and the way in which they explain that they “are dialectical in that educators are shaped by their situations as they, in turn, influence them; also, these external and internal forces are not mutually exclusive” (p. 4) is directly complimented by my research study’s Orientations of the Emergent Bilingual in my theoretical framework design and by my findings.

In working to position the educational experience of the EBL toward an orientation of Language as a Struggle and a goal of Democratic Equality, this research study complements the Flores and Chaparro (2017) as they articulate how language education policy must be considered in connection with larger social and racial inequalities. As Flores and Chaparro (2017) argue, the use of the Spanish HL alone in schools is not enough to combat the broad issues of institutional racism that try to position EBL students toward hegemonic reinforcement. Therefore, as this research study demonstrated, school leaders must not only work via the language orientation of Language as a Right, but also actively leverage the orientation of Language as a Struggle and purposefully position the educational experience of EBL students toward a goal of Democratic Equality.

The general accepted research regarding language acquisition and EBL students in schools supports that language acquisition is complex, that occurs over years, that the use of the HL supports the acquisition of both the HL and the language that is being added, that languages are closely tied to culture, and interwoven with social complexities and hegemony. However, my conceptual framework and the Orientations of the Emergent Bilingual extends on existing research as I reorganized the Orientations of Language Planning (Ruiz, 1984) and combined the Language as a Struggle (Flores, 2016b) and the Goals of Education (Labaree, 1997) in a way that has not previously existed in bilingual educational research.

Recommendations for Practice & Policy

As I noted in the opening of this dissertation, school leaders are at the nexus of many forces (Harris, 2011; Ibarra, 1993). These forces include policies, staff experiences, staff actions, student experiences, and community needs. While there are many researchers and school leaders sharing ideas related to enhancing the educational experience of EBL students, there is no educational panacea. Rather, school leaders must continue to reflect on their work, learn from themselves, others, and research, collaborate with others involved in school leadership, partner with their local community to provide the optimal educational experience for EBL students, and share their ideas and insights broadly. This research study engages in precisely this process.

As a practicing school leader and a researcher working to positively position the educational experience of EBL students, I recommend a policy-specific term to characterize students who have a HL other than English and who are acquiring English through a school experience. The PDE-sanctioned term, EL (Pennsylvania Department of Education, 2023b), is heavily politicized and designed for the hegemonic reinforcement of the non-HL culture. In addition to the raciolinguistic problems of this state-sanctioned term, as other LEAs, school leaders, and researchers look to use other terms, they inadvertently cause a breakdown in communication about and positive positioning of all of the students in their schools. I recommend the large-scale adoption and use of a policy-specific term that is asset-based and focuses equally on the ongoing linguistic and connected cultural development of the HL and the language the child is acquiring. The absence of such a unified and clear term creates school leaders who are not articulating their goals clearly because they do not have the needed language or framework to articulate and monitor how their schools position EBL students. In addition,

while this study focused on EBL students in Pennsylvania who had a HL of Spanish, researchers and school leaders must connect this study to other socio-linguistic situations around the world. For this research study, I purposefully used the term emergent bilingual (Garcia et al., 2008). Going forward, I recommend the broad consideration and use of the term emergent plurilingual (Ott et. Al., 2023). While emergent bilingual (Garcia et al., 2008) was the most appropriate term I had encountered in the research before I started this study, upon further reflection, the use of the term bilingual implies two, thus potentially reinforcing a dichotomous idea of languages and their socio-linguistic status. Operating from a position that dichotomies are inherently problematic, I believe the emergent plurilingual (Ott et. Al., 2023) may better incorporate the linguistic ideas, cultural identities, and an overall focus of a multilingual society that works to position its young learners toward Democratic Equality and social justice (Council of Europe, 2007).

Connected to the consistent term use, I also recommend consistent policy correction that articulates the ongoing nature of language learning beyond the early-exit ELD programs that are dominantly used across the Commonwealth. Students who qualify for ELD programs in Pennsylvania are a small percentage of EBL students in our schools. By focusing language education policies on this subset of EBLs in our schools, we are, by default, purposefully excluding other EBL students in our schools and positioning the educational experience of all EBL students toward hegemonic reinforcement.

As a result of the lack of clarity around the definition of EBL students and the need for a more robust and long-term focus on the development of all of their linguistic abilities, I recommend ongoing professional development that is regularly integrated into the professional learning of schools. From Fishmanian Sociolinguistics (Garcia, Peltz, & Schiffman, 2006)

through raciolinguistic ideologies (Flores & Rosa, 2015) to Language as a Struggle (Flores, 2016b) and beyond, it is critical that school leaders are knowledgeable about EBL students (Ascenzi-Moreno, Hesson, & Menken, 2016; De La Cruz Albizu, 2020; DeMatthews & Izquierdo, 2016; DeMatthews & Izquierdo, 2017; Kriss et al, 2021; Menken & Solorza, 2014; Menken & Solorza, 2015; Scanlan & Lopez, 2012) and that they work to ensure that they share that knowledge with all school staff. A manageable starting point for such professional learning is the increased use of the key ideas related to Language Orientations (Ruiz, 1984; Flores, 2016b) and the goals of school (Labaree, 1997). The use of these ideas need not be done in a research-heavy academic sense. Rather, sharing the key ideas and drawing attention to the ideas when the moment presents itself will help greatly to normalize the professional conversations and individual reflections related to how school leaders are positioning the educational experience of EBL students.

Similarly, leveraging the Orientations of the Emergent Bilingual conceptual framework (See Figure 1) as a visual could help to illustrate these key ideas for school leaders and all staff. The framework is not a measurement tool used to define a school as good or bad. It is a conceptual framework whose power is in using it for reflection and metacognition related to individual moments of action and/or policy. In analyzing how the key ideas of the moment relate to the Language Orientations (Ruiz, 1984; Flores, 2016b) and the goals of school (Labaree, 1997), the school leader can better understand the way that moment is positioning the educational experience of the EBL student. The use of the conceptual framework supports an objective reflection regardless of the moment was intentional or inadvertent and can illustrate how the various moments move around the Cartesian plane. A collection of moments can provide a preponderance of evidence that helps to illustrate how an organization or an individual

is broadly positioning the educational experience of the Emergent Bilingual. The positive positioning of EBL students must be seen as a regular aspect of teaching and learning in our schools. Not as a standalone support delivered by an ESL-certified teacher to some students identified to participate in a specific program.

Finally, also, school leaders who the formal positional authority to hire, supervise, and oversee professional development for other school leaders are doing so with relation to supporting EBL students, they should pay close attention to the personal experiences of staff - such as their level of bilingualism and their previous personal experiences that have shaped their ideas around language orientations and the goals of education. What school leaders (and other staff) bring to their position in these areas can be more impactful on the educational experience of their EBL students than post-hire professional development. This is especially purposeful as often there is minimal on-the-job professional development in schools related to supporting EBL students.

Recommendations for future research

While this research provides a snapshot of each case site and a larger context as a connected multi-site case study, it is relevant on a greater scale as it establishes a foundation for further research. To best position the educational experience of EBL students in Pennsylvania's elementary schools and beyond, it is critical to have a clearer understanding of school leaders' distinct policies, beliefs, and actions. Therefore, as a result of this study, I recommend future research across the areas of across the areas of bilingual education, language education policy, educational leadership, and principal preparation.

One recommendation I make for future research is to replicate a similar study as a single case study. A single case study would provide an opportunity for deeper analysis into a specific

school system and could include a more robust data collection process over an extended period. I recommend this deeper study as my research demonstrated a fluid relationship among the Cartesian plane of the Orientations of the Emergent Bilingual of my theoretical framework. The results of this study showed that the areas of the Cartesian plan were temporal and closely related to what was happening in a given moment. Based on the interconnectedness of policies, beliefs, and daily actions, school leaders positioned the educational experience of EBL students in different frames at various times. While it looked to increase the transferability for this study by leveraging a multi-site study to illustrate how similar findings may be found across different situations, further research of a single case study could produce further insight into how school leaders and school systems position EBL students' educational experience. Thus, it could further impact educational policy and bilingual education practices.

In addition, I recommend replicated research with other HLs and other dominant cultures. While I specifically chose to research Spanish-speaking EBLs in elementary schools in Southeastern Pennsylvania, I recognize that the boundaries of this research study represent only a small aspect of the experience of EBL students in Pennsylvania, in the United States, and around the World. Repeated research related to other HLs and other dominant cultures would increase the transferability of this research across EBL communities in the United States and plurilingual communities around the World.

As this research study showed, school leaders have an important role in positioning the educational experience of EBL students. And school leaders with formal positions of supervision and evaluation, such as school principals, can have a far-reaching role as they can set school-level policy, hire and supervise other school leaders, organize and provide professional learning opportunities, and direct the daily work of other school leaders. Therefore, I recommend further

research into how principal preparation programs are preparing their participants to work with EBL students and communities positively. Given this, I recommend further research that specifically analyzes principal certification programs and how their coursework prepares these future school leaders to understand language orientations, goals of education, and the general unique aspects of EBL students.

In addition to having the knowledge and understanding to best position the educational experience of EBL students, school leaders need to commit to EBL students in their daily work. Therefore, I recommend further research that focuses specifically on school principals. As I noted in Chapter One of this study, I specifically chose to recognize the multiple school leaders who demonstrated leadership practice across the many aspects of a school (Ascenzi-Moreno et al., 2016; Spillane, 2005). I continue to commit to the idea of interconnected and distributed educational leadership in schools. This research study demonstrated that the limited clarity in overarching state-level and LEA-level policies created a vacuum of leadership related to EBL students and schools. Thus, the formalized policies do not matter as much as the daily work of the school leaders. While the idea of a “heroic leader” as the single entity of leadership continues to be problematic (Spillane, 2005), principals do occupy a formal position of leadership with the ability to hire, supervise, and evaluate other school leaders. In their daily work, principals can leverage this formal position of leadership to establish de facto school policies and to direct and influence the work of other schools to more positively position the educational experience of EBL students.

Conclusion (and Reflection)

I completed this research study related to how school leaders position Spanish-speaking EBLs, I found a few key ideas related to the three research questions. Related to policy, school

leaders, the LEAs that they work within, and the overarching state and federal agencies need to be clearer in defining policy that explicitly works with the educational experience of EBLs and orients them toward a goal of education of Democratic Equality. In the area of professional experience and professional learning, there is ample room for school leaders to more overtly highlight candidates' previous professional experiences related to positively supporting EBL students and to improve how their school system provides ongoing professional development for all school staff, not only classroom teachers. Thirdly, related to how the daily work of school leaders positions the EBL students in their schools, school leaders should recognize the importance of the daily work at the school level. They should work indefatigably to communicate appropriately with the EBL students and the community in their HL. This communication will best support the connection of families to the school and the educational environment. School leaders should analyze and adjust the academic offerings to ensure the school system works to promote educated and engaged citizens of society and works to dismantle problematic, overt, and covert hegemony related to EBLs. In addition, school leaders with formal positional authority should fill their area of operations and area of influence with established or de facto policy that ensures a stable educational experience for all of their EBL students.

More specifically related to policy and RQ1, the data from this research study shows that School leaders need to be intentional with how they establish and leverage policies to support EBLs in schools. There is a need for state-level policy that empowers LEAs to support EBLs beyond the acquisition of English and WIDA testing. LEAs should use their power of local control to identify policies related to reducing barriers to education in their school community. They should work to position EBLs toward a larger goal of democratic equality and support the

formal use of HL in all aspects of the educational environment. Understanding that many policies are established de facto by the school leaders with positional authority who are closest to the daily experience of the EBL students, school leaders should be intentional about identifying such policies. Without intentional practice, the policies and practices grow and evolve based on individual characteristics of the school leaders. Unfortunately, this evolution can occur with or without direct intent and due to the school leader's historical experiences in school systems or personal lives.

Regarding RQ2, the professional and personal experiences of school leaders actively position the educational experience of EBL students. This includes the school leader's understanding of Language Orientations, their prior professional experiences and professional learning, and their personal experiences related to EBLs and cultural and linguistic diversity. In the area of local professional development, school leaders have a variety of professional capital at their disposal. They should leverage that capital to educate all staff on important aspects of the educational experience of EBLs. Professional development could include focus areas such as awareness of how individuals' lives and cultural experiences relate or differ from the educational experiences of the EBL students in their specific school community, a deeper understanding of language orientations, especially Language as a Struggle, and an ability to articulate and analyze different goals of education. The use of the Orientations of the Emergent Bilingual conceptual framework (See Figure 1) can actively support ongoing professional learning related to these ideas.

The daily work of the school leaders is the area that with the most active impact on the positioning of the educational experience of EBLs. This work includes the many ways in which school leaders organize and deliver academic instruction, interact with EBL students and

families, support the use of HL and heritage cultures in the school, how the school leaders work toward the goals of education, and how they orient toward various language orientations, etc. Many times, it is the consistency and the clarity of this daily work that establishes practices that become de facto school-level policy. And de facto policies can have a powerful impact on the educational experience of the EBL students.

All in all, the most salient points of this research study include: 1) highlighting the importance of school leaders to identify and set key overarching policy; 2) ensuring that school leaders understand how previous professional and personal experiences combines with LEA and school-based professional learning; and 3) clarifying that school leaders must actively ensure that their daily work positively positions the educational experience of EBLs toward democratic equality.

List of References

- Adir, J. G. (1984). The Hawthorne effect: A reconsideration of the methodological artifact. *Journal of Applied Psychology, 69*(2), 334-345.
- Agirdag, O. (2010). Exploring bilingualism in a monolingual school system: Insights from Turkish and native students from Belgian schools. *British Journal of Sociology of Education, 31*(3), 307-321.
- Alim, H. S. (2005). Critical language awareness in the United States: Revisiting issues and revising pedagogies in a resegregated society. *Educational Researcher, 34*(7), 24–31.
- Anton, M. & DiCamilla, F. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Canadian Modern Language Review, 54*(3), 314-342.
- Anzaldúa, G. (1987). *Borderlands/la frontera: The new mestiza*. Aunt Lute Books.
- Ascenzi-Moreno, L. (2017). From deficit to diversity: How teachers of recently-arrived emergent bilinguals negotiate ideological and pedagogical change. *CUNY Academic Works, 276-302*.
- Ascenzi-Moreno, L., Hesson, S., and Menken, K. (2016). School leadership along the trajectory from monolingual to multilingual. *Language and Education, 30*(3), 197-218.
- Axelsson, M. (2006). Mother tongue teaching and programs for bilingual children in Sweden. In J. Sohn (Ed.), *The effectiveness of bilingual school programs for immigrant children*. AKI Research Review 2 (pp. 108-122). Berlin: Programme on Intercultural Conflicts and Societal Integration (AKI), Social Science Research Center. Retrieved from <http://www.ssoar.info/ssoar/handle/document/11029>
- Baker, C., & Prys Jones, S. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, UK: Multilingual Matters.

- Ball, S. J. & Bowe, R. (1992). Subject departments and the “implementation” of national curriculum policy: An overview of the issues. *Journal of Curriculum Studies*, 24(2), 97-115.
- Barik, H. C., & Swain, M. (1976). A longitudinal study of bilingual and cognitive development. *International Journal of Psychology*, 11(4), 251-263.
- Bartlett, L., & Garcia, O. (2011). *Additive schooling in subtractive time: Bilingual education and Dominican immigrant youth in the Heights*. Nashville, TN.: Vanderbilt University Press.
- Behan, L., Turnbull, M., & Spek, J. (1997). The proficiency gap in late immersion (extended French): Language use in collaborative tasks. *Le journal de l'immersion*, 20, 41-42.
- Bialystok, E. (1987). Words as things: Development of word concept by bilingual children. *Studies in Second Language Acquisition*, 9(2), 133-140.
- Bishop, R. S. (1990, March). Windows and mirrors: Children’s books and parallel cultures. In *California State University reading conference: 14th annual conference proceedings* (pp. 3-12).
- Bettney, E. & Nordmeyer, J. (2021). Glocal Network Shifts: Exploring Language Policies and Practices in International Schools. *Global Education Review*, 8(2-3), 116-137.
- Benntenfield, M. (2015, December 14). *Why Every Student Succeeds Act Still Leaves Most Vulnerable Kids Behind*. www.usnews.com.
<https://www.usnews.com/news/articles/2015-12-14/why-every-student-succeeds-act-still-leaves-most-vulnerable-kids-behind>
- Bialystok, E. (1987). Words as things: Development of word concept by bilingual children. *Studies in Second Language Acquisition*, 9(2), 133-140.
- Bilingual Education Project. (1976a). *The influence of bilingualism on cognitive growth: A*

- synthesis of research findings and explanatory hypotheses. Working Papers on Bilingualism* (9). Toronto, ON: Jim Cummins.
- Bilingual Education Project. (1976b). The cloze test as a measure of second language proficiency for young children. *Working Papers in Bilingualism* (11). Toronto, ON: M. Swain, S. Lapkin, & H. C. Barik.
- Blackledge, A. (2000). Monolingual ideologies in multilingual states: Language, hegemony and social justice in Western liberal democracies. *Estudios de Sociolingüística*, 1(2), 25-45.
- Borman, K. M., Clarke, C., Cotner, B, & Lee, R. (2006). Cross-case Analysis. in J. L. Green, G. Gamilli, and P. B. Elmore (Eds), *Handbook of complementary methods in education research* (pp.123-139). American Education Research Association.
- Branaman, L. E. & Rhodes, N. C. (1998). *A national survey of foreign language instruction in elementary and secondary schools*. Center for Applied Linguistics.
<https://files.eric.ed.gov/fulltext/ED434514.pdf>.
- Brock, T. W. (2017, March). *The condition of education*. Retrieved from
https://nces.ed.gov/programs/coe/indicator_cgf.asp
- Brooks, M. D. (2016). How and when did you learn your languages? Bilingual students' linguistic experiences and literacy instruction. *Journal of Adolescent and Adult Literacy*, 0(0), 1-11.
- Brown, C. L. (2011). Maintaining heritage language: Perspectives of Korean parents. *Multicultural Education*, 19(1), 31–37.
- California State Department of Education. (1981). *Schooling and language minority students: A theoretical framework* (Office of Bilingual and Bicultural Education). Los

- Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.
- Californians Together. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long-term English learners*. Long Beach, CA: Laurie Olsen.
- Callahan, R. M. & Shifrer, D. (2016). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Educational Administration Quarterly*, 52(3), 463-496.
- Canagarajah, A. S. (2008). Language shift and the family: Questions from the Sri Lankan Tamil diaspora. *Journal of Sociolinguistics*, 12(2), 143–176.
- Carringer, D. C. (1974). Creative thinking abilities of Mexican youth: The relationship of bilingualism. *Journal of Cross-Cultural Psychology*, 5(4), 492-504.
- Carver, J. (2006). *Boards that make a difference: A new design for leadership in nonprofit and public organizations*. John Wiley & Sons, Inc.
- Carver, J. & Carver, M. (2016, April, 4). *PolicyGovernance.Com*.
<https://www.carvergovernance.com/pg-np.htm>
- Cenoz, J., & Gorter, D. (2013). Towards a plurilingual approach in English language teaching: Softening the boundaries between languages. *TESOL Quarterly*, 47(3), 591-599.
- Coburn, C. E. (2005). Shaping teacher sensemaking: School leaders and the enactment of reading policy. *Educational Policy*, 19, 476-509.
- Coburn, C. E. and Russell, J. L. (2008). District policy and teachers' social networks. *American educational research association*, 30(3), 203-235.
- Cohen, A. D. (1974). The Culver City Spanish immersion program: The first two years. *The Modern Language Journal*, 58(3), 95-103

- Cook, V. (1995). Multi-competence and learning of many languages. *Language, Culture and Curriculum*, 8(2), 93-98.
- Cook, V. (2006). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3), 402-423.
- Commonwealth of Pennsylvania. (2025a, January 28). *Educating English Learners (Els)*.
<https://www.pa.gov/agencies/education/resources/policies-acts-and-laws/basic-education-circulars-becs/pa-code/educating-english-learners-els.html>
- Commonwealth of Pennsylvania. (2025b, February 2). Teaching English as a Second Language in Pennsylvania. Retrieved from:
<https://www.education.pa.gov/Educators/Certification/CertFAQs/Pages/ESL.aspx>
- Commonwealth of Pennsylvania. (2025d, March 8). *AFR Data: Summary-Level*.
<https://www.pa.gov/agencies/education/programs-and-services/schools/grants-and-funding/school-finances/financial-data/summary-of-annual-financial-report-data/af-r-data-summary-level.html>
- Corona, V. and Block, D. (2020). Raciolinguistic micro-aggressions in the school stories of immigrant adolescents in Barcelona: A challenge to the notion of Spanish exceptionalism?. *International Journal of Bilingual Education and Bilingualism*, 23(7), 778-788. DOI: 10.1080/13670050.2020.1713046
- Council of Europe. (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*. Retrieved from <https://rm.coe.int/16802fc1c4>
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(1), 103-115.

- Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing among five traditions*. SAGE Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 4th ed. Boston: Pearson.
- Cummins, J. (1994). Language policy in the United States: A history of cultural genocide. In T. Skutnabb-Kangas, & R. Phillipson (Eds.), *Linguistic Human Rights: overcoming linguistic discrimination*. (pp. 159-178). Berlin, Germany: Mouton de Gruyter.
- Cummins, J. (1996). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- Cummins, J. (1978). Educational implications of mother tongue maintenance in minority-language groups. *The Canadian Modern Language Review*, 34, 395-416.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19 (121-129).
- Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction - In Street, B. and Hornberger, N. H. (Eds.) *Encyclopedia of Language and Education*, (pp. 71-83). New York: Springer Media LLC.
- Cummins, J. and Swain, M. (1986). *Bilingualism in Education*. Addison Wesley Longman, Ltd.
- Davies, B. and Bansel, P. (2007). Neoliberalism and education, *International Journal of Qualitative Studies in Education*, 20(3), 247-259.
- De La Cruz Albizu, P. J. (2020). Exploring New York City elementary school principals' language ideologies. *Language and Education*, 34(6), 503-519.
- DeMatthews, D. (2015). Making sense of social justice leadership: A case study of a principal's

- experiences to create a more inclusive school. *Leadership and Policy in Schools*, 4(2), 139-166, DOI: [10.1080/15700763.2014.997939](https://doi.org/10.1080/15700763.2014.997939)
- DeMatthews, D. (2020). Addressing racism and ableism in schools: A DisCrit leadership framework for principals, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(1), 27-34, DOI: 10.1080/00098655.2019.1690419
- DeMatthews, D. & Izquierdo, E. (2018). The Importance of principals supporting dual language education: A social justice leadership framework, *Journal of Latinos and Education*, 17(1), 53-70.
- DeMatthews, D., Izquierdo, E., and Knight, D. S. (2017). Righting past wrongs: A superintendent's social justice leadership for dual language education along the U.S.-Mexico border, *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 25(1), 1-32.
- Deschenes, S., Cuban, L., & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. *Teachers College Record*, 103(4), 525-547.
- Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.
- Dewey, J. (1986) Experience and Education, *The Educational Forum*, 50:3, 241-252, DOI: 10.1080/00131728609335764
- Dorner, L. M., & Lee, S. W. (2020). Una búsqueda de la equidad y la justicia: District leaders attempt to expand dual language bilingual education for equity. *Journal of Cases in Educational Leadership*, 23(3), 3-15.
- Downing, J. (1974). Bilingualism and learning to read. *The Irish Journal of Education*, 8(2), 77-

88. Education Week. (2020, July 01). *The coronavirus spring: The historic closing of U.S. schools (A timeline)*. <https://www.edweek.org/leadership/the-coronavirus-spring-the-historic-closing-of-u-s-schools-a-timeline/2020/07>).
- Education Week. (2020, July 01). *The coronavirus spring: The historic closing of U.S. schools (A timeline)*. <https://www.edweek.org/leadership/the-coronavirus-spring-the-historic-closing-of-u-s-schools-a-timeline/2020/07>).
- Engle, P. L. (1975). Language medium in early school years for minority language groups. *Review of Educational Research*, 45(2), 283-325.
- Escamilla, K. (2016). A Tribute to Richard Ruiz Language Orientations: From language as a problem to language as a resource and back to language as a problem. *The Bilingual Review/La Revista Bilingue*, 33(3), 140-153.
- Fishman, J. (1967). Bilingualism with and without diglossia: Diglossia with and without bilingualism. *Journal of Social Issues*, 23(2), 29–38.
- Fishman, J. A. (1991). Reversing language shift: The theoretical and empirical foundations of assistance to threatened languages. Multilingual Matters Ltd.
- Flores, N. (2016a). A tale of two visions: Hegemonic whiteness and bilingual education. *Education Policy*, 30, 13-38.
- Flores, N. (2016b). From language-as-resource to language-as-struggle: resisting the co-optification of bilingual education. In Flubacher, M. & Del Percio, A. (Eds.), *Language, education and neoliberalism* (pp. 62-81). Bristol, UK: Multilingual Matters
- Flores, N. & Chaparro, S. (2017). What counts as language education policy? Developing a materialist Anti-racist approach to language activism. *Lang Policy*, 17, 365–384.
- Flores, N. & García, E. S. (2020). Power, language, and bilingual learners. In Nasir, N. S., Lee,

- C. D., Pea, R.; and McKinney de Royston, M. (Eds.), *Handbook of the cultural foundations of learning*. (pp. 178-191). New York, USA: Routledge.
<https://doi.org/10.4324/9780203774977>
- Flores, N. & McAuliffe, L. (2022) ‘In other schools you can plan it that way’: a raciolinguistic perspective on dual language education. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1349-1362, DOI: 10.1080/13670050.2020.1760200
- Flores, N. & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-171. DOI: 10.17763/0017-8055.85.2.149
- Flores, S. M. & Drake, T. A. (2014). Does English Language Learner (ELL) identification predict college remediation designation? A comparison by race and ethnicity, and ELL waiver status. *Review of Higher Education*, 38, 1-36.
- Fox, J., & Fairbairn, S. (2011). ACCESS for ELLs®. *Language Testing*, 28(3), 425–431.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell.
- Garcia, A. (2021, June 18). *Words matter – the case for shifting to "Emergent bilingual"*. Language Magazine. Retrieved July 18, 2022, from <https://www.languagemagazine.com/2021/06/17/words-matter-the-case-for-shifting-to-emergent-bilingual/>
- Garcia, O. (2009). Emergent Bilinguals and TESOL: What’s in a name. *TESOL Quarterly*, 43(2). pp. 322-326.
- Garcia, O., Lleifgen, J., and Falchi, L. (2008). From English language learners to emergent bilinguals. *Campaign for Educational Equity*. <https://eric.ed.gov/?id=ED524002>

- Garcia, O. and Schiffman, H. (2006). Fishmanian sociolinguistics (1949 to the present). In Garcia, O., Peltz, R., and Schiffman, H. (Eds.). *Language Loyalty, Continuity and Change: Joshua A. Fishman's contributions to interantional sociolinguistics*. (pp. 3-68). Multilingual Matters, LTD.
- Garcia, O. and Lin, A. M. Y. (2017). Translanguaging in Bilingual Education, In Garcia, O., Lin, A. M. Y, and May, S. (Eds.). *Bilingual and multicultural education*. (pp. 117-130). Springer International Publishing.
- Giroux, H. A. (1981). *Ideology, culture, and the process of schooling*. Philadelphia: Temple University Press.
- Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and Cognition*. 6, 1-15.
- Goodman, B. and Tastanbek, S. (2021). Making the shift from codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, 55(1), 29-53.
- Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York, New York:Basic Books, Inc.
- Hakuta, K. (1987). *Properties of the bilingual mind*. Paper presented at the Harvard Institute on Bilingual Education: Research to Policy to Practice.
- Hargreaves, A. and Fink, D. (2008). Distributed leadership: Democracy or delivery? *Journal of Educational Administration* 46(2), 229–240.
- Harris, A. (2009). Distributed leadership and knowledge creation. In: Leithwood, K., Mascall B., and Strauss, T. (Eds.) *Distributed leadership according to the evidence*. Routledge, pp.253–266.

- Harris, A. (2011). Distributed leadership: Implications for the role of the principal, *Journal of Management Development*, 31(1), 7 – 17.
- Harrison, G. (2007). Language as a problem, a right or a resource? A study of how bilingual practitioners see language policy being enacted in social work. *Journal of Social Work*, 7(1), 71-92.
- Heller, M. (1999). *Linguistic minorities and modernity: A sociolinguistic ethnography*. New York: Longman.
- Hernández-Chávez, E. (1994). Language policy in the United States: A history of cultural genocide. In T. Skutnabb-Kangas, & R. Phillipson (Eds.), *Linguistic Human Rights: overcoming linguistic discrimination*. (pp. 141-158). Mouton de Gruyter.
- Hickey, R. (2012). Internally and externally motivated language change. In Hernández-Compy, Juan Manuel and Juan Camilo Conde-Silvestre (Eds.). *The Handbook of Historical Sociolinguistics*. (pp. 401- 421). Malden, MA: Wiley-Blackwell.
- Hill, H. C. (2001). Policy is not enough: Language and the interpretation of state standards. *American Educational Research Journal*. 38, 289-318
- Hill, R., Carjuzaa, J., Aramburo, D., Baca, L. (1993). Culturally and linguistically diverse teachers in special education: repairing or redesigning the leaky pipeline. *Teacher Education and Special Education*, 16(3), 258-269.
- Hernández-Chávez, E. (1994). Language policy in the United States: A history of cultural genocide. In T. Skutnabb-Kangas, & R. Phillipson (Eds.), *Linguistic Human Rights: overcoming linguistic discrimination*. (pp. 141-158). Berlin, Germany: Mouton de Gruyter.
- Hinton, K. A. (2016). Call it what it is: Monolingual education in the U.S. schools. *Critical*

- Inquiry in Language Studies*, 13(1), 20-45.
- Honigman, F. K. (1974). Multidimensional analysis of classroom interaction (MACI). In A. Simon & E. G. Boyer (Eds.). *Mirrors for behaviors III: An anthology of observation instruments* (pp. 293-296).
- Hornberger, N. H. (1989). Continua of biliteracy. *Review of Educational Research*, 59(3), 271-296.
- Hornberger, N. H. (2006). Nichols to NCLB: Local and global perspectives on US language education policy. In O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman (Eds.), *Imagining Multilingual Schools*. (pp. 223-237). Clevedon, UK: Multilingual Matters Ltd.
- Howerd, E., Lindholm-Leary, K., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugerman, J., & Christian, D. (2018). *Guiding principles for dual language education (3rd ed.)*. Center for Applied Linguistics.
- Hult, F. M. & Hornberger, N. H. (2016). Revisiting orientations in language planning. *Bilingual Review / La Revista Bilingue*, 33(3), 30-49.
- Ianco-Worrall, A. D. (1972). Bilingualism and cognitive development. *Child Development*, 43(4), 1390-1400.
- Ibarra, H. (1993). Network centrality, power, and innovation involvement: Determinants of technical and administrative roles. *Academy of Management Journal* 36(3), 471-501.
- Institute for Education Statistics. (2020, December 8). *The condition of education*. National Center for Education Statistics.
- [https://nces.ed.gov/programs/coe/indicator_cgf.asp#:~:text=\(Last%20Updated%3A%20May%202020\),%2C%20or%203.8%20million%20students\).](https://nces.ed.gov/programs/coe/indicator_cgf.asp#:~:text=(Last%20Updated%3A%20May%202020),%2C%20or%203.8%20million%20students).)

- Kangas, S. (2023, Mar. 2). *Qualitative Data Analysis*. Graduate School Workshop, Lehigh University, Bethlehem, PA, United States.
- Kanno, Y. & Kangas, S. E. (2014). “I’m not going to be, like, for the AP”: English language learners’ limited access to advanced college-preparatory courses in high school. *American Educational Research Journal*, 51(5), 848-878.
- Kaveh, Y. M. (2018). Family language policy and maintenance of Persian: The stories of Iranian immigrant families in the northeast, USA. *Language Policy*, 17(4), 443 – 477.
- Kim, S. H. O., & Starks, D. (2010). The role of fathers in language maintenance and language attrition: The case of Korean-English late bilinguals in New Zealand. *International Journal of Bilingual Education and Bilingualism*, 13(3), 285–301.
- King, K. A., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5), 907–922.
- Kotok, S., Knight, D. S., Jabbar, H., Rivera, L. E., & Rincones, R. (2019). On becoming a district of choice: Implications for equity along the United States–Mexico border. *Educational Administration Quarterly*, 55(4), 615-656.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, United Kingdom: Pergamon Press, Inc.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73(4), 440-464.
- Krashen, S. (2004). *The power of reading*. 2nd edition. Englewood, CO: Libraries Unlimited.
- Labaree, D F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.
- Lao, C. (2004). Parents’ attitudes toward Chinese-English bilingual education and Chinese-

- language use. *Bilingual Research Journal*, 28, 99-121.
- Lambert, W. E. (1974). Culture and language as factors in learning and education. *Proceedings of the Fifth Western Washington Symposium on Learning*. Bellingham, WA: Western Washington University.
- Lunenburg, F. C. (2010). The principal and the school: What do principals do?, *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-13.
- Landry, R. G. (1974). A comparison of second language learners and monolinguals on divergent thinking tasks at the elementary school level. *The Modern Language Journal*, 58(1/2), 10-15.
- Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, 38(1), 35–45.
- Li, X. (1999). How can language minority parents help their children become bilingual in familial context? A case study of a language minority mother and her daughter. *Bilingual Research Journal*, 23(2–3), 211–223.
- Lichtman, M. (2013). *Qualitative research in education: A user's guide*. SAGE Publications, Inc. Thousand Oaks, CA.
- Licona, P. & Vazquez-Gonzalez, D. (2020, September 19). Translanguaging in an English/Spanish dual-language science class. In Reiss, E. (Chair), First Annual LVAIC TESOL Conference Building Linguistic Bridges: Translanguaging as a Practice, Lehigh University. <https://lvaic.org/event/tesol-conference/>
- Lindholm, K.J. (1991). Theoretical assumptions and empirical evidence for academic achievement in two languages. *Hispanic Journal of Behavioral Sciences*, 13(1), 3-17.
- Lindholm, K.J. & Aclan, Z. (1991). Bilingual proficiency as a bridge to academic achievement:

- Results from bilingual/immersion programs. *Journal of Education*, 173, (2), 99-113.
- Lipsky, M. (1969). *Toward a theory of street-level bureaucracy* (pp. 61-84). Madison, Wisconsin: Institute for Research on Poverty, University of Wisconsin.
- Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of latino language-minority students: An exploratory study of six high schools. *Harvard Educational Review*, 6(3), 315-340.
- Luo, S. H., & Wiseman, R. L. (2000). Ethnic language maintenance among Chinese immigrant children in the United States. *International Journal of Intercultural Relations*, 24, 307-324.
- Khubchandani, L.M. (1994). Minority cultures and their communication rights. In T. Skutnabb-Kangas, & R. Phillipson (Eds.), *Linguistic Human Rights: overcoming linguistic discrimination*. (pp. 305-315). Berlin, Germany: Mouton de Gruyter.
- MacSwann, J. (2000). The Threshold Hypothesis, Semilingualism, and Other Contributions to a Deficit View of Linguistic Minorities. *Hispanic Journal of Behavioral Sciences*, 22(1), pp. 3-45
- Macias, R. F. (1979). *Mexicano/Chicano sociolinguistic behavior and language policy in the United States*. (Publication No. 8004697) [Doctoral dissertation, Georgetown University]. ProQuest Dissertations Publishing.
- Martin-Jones, M., & Romaine, S. (1986). Semilingualism: A half-baked theory of communicative competence. *Applied Linguistics*, 7(1), 26–38.
- Martínez, R. A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. *The Reading Teacher*, 71(5). pp. 515-522.

- McMillian, J. H. (2000). Educational Research: Fundamentals for the consumer. *Addison Wesley Longman, Inc. New York, NY.*
- Menken, K. (2013). Restrictive language education policies and emergent bilingual youth: A perfect storm with imperfect outcomes. *Theory Into Practice, 52*(3), 160-168.
- Menken, K & Garcia, O. (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers.* New York: Routledge.
- Menken, K., Solorza, C. (2015). Principals as linchpins in bilingual education: the need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism, 18* (6) 676-697.
- Meyer, D. and Avery, L. (2009). Excel as a qualitative data analysis tool. *Field Methods, 21*(1), 91-112.
- Midobuche, E. (1999). Certification and endorsement of bilingual education teachers: A comparison of state licensure requirements. *Center for Bilingual and Educational Research 1*(1) 1-61.
- Modiano, N. (1968). National or Mother Language in Beginning Reading: A Comparative Study. *Research in the Teaching of English, 2*(1), 32-43.
- Momoh, J. (Chairman/CEO). (2016, August 12). *21st Century: Chile's largest indigenous language, Mapuche faces extinction* [Television broadcast]. Lagos, Nigeria: Channels TV. Retrieved from <https://www.youtube.com/watch?v=WL0DXO0JMic>
- Mori, Y. & Calder, T. M. (2017). The role of parental support and family variables in L1 and L2 vocabulary development of Japanese heritage language students in the United States. *Foreign Language Annals, 50*(4), 754-775.
- Morita-Mullaney, T. (2019). At the intersection of bilingual specialty and leadership: A

- collective case study of district leadership for emergent bilinguals. *Bilingual Research Journal*, 42(1), 31-53
- Morse, J. M. (1994). Designing Funded Qualitative Research. In Denzin, N.K. & Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research*. (pp. 220-235). Sage Publications.
- National Center for Education Statistics. (2022). English Learners in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved August 7, 2022, from <https://nces.ed.gov/programs/coe/indicator/cgf>.
- National Clearinghouse for Bilingual Education. (1997). *School Effectiveness for Language Minority Students* (NCBE Resource Series No. 9). Washington, DC: The George Washington University, Center for the Study of Language and Education.
- Nesteruk, O. (2010). Heritage language maintenance and loss among the children of eastern european immigrants in the USA. *Journal of Multilingual & Multicultural Development*, 31(3), 271-286.
- NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. Retrieved from: www.npbea.org.
- PA Schools Work. (2025, March 8). *Basic Education Funding Commission*. <https://paschoolswork.org/befc/>
- Pandaya, C., Batalova, J., and McHugh, M. (2011). Limited English Proficient Individuals in the United States: Numbers, share, growth, and linguistic diversity. Migration Policy Institute, Washington, DC. <https://www.migrationpolicy.org/sites/default/files/publications/LEPdatabrief.pdf>
- Pennsylvania Department of Education. (2017). Educator Effectiveness Interactive Toolkit.

Retrieved from:

<https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness/>

Pennsylvania Department of Education (2020) Future Ready Performance Data for SY 2020-2021. Retrieved from: <https://futurereadypa.org/Home/DataFiles>

Pennsylvania Department of Education (2022). On-Track Measures: English Language Proficiency Indicators. Retrieved from: <https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRELPIndicators.aspx>

Pennsylvania Department of Education (2025). Future Ready PA Index. Retrieved from: <https://futurereadypa.org/>

Piller, I. (2001). Private language planning: The best of both worlds. *Estudios de Sociolingüística*, 2(1), 61–80.

Oh, J. S. & Fuligni, A. J. (2009). The role of heritage language development in the ethnic identity and family relationships of adolescents from immigrant backgrounds. *Social Development*, 19, 202-220

Palmern, D., Cervantes-soon, C. G., Dorner, L. M., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory into Practice.*, 58(2), 121-133.

Park, H., Tsai, K. M., Liu, L. L., & Lau, A. S. (2012). Transactional associations between supportive family climate and young children's heritage language proficiency in immigrant families. *International Journal of Behavioral Development*, 36(3), 226-236.

- Park, S. M., & Sarkar, M. (2007). Parents' attitudes toward heritage language maintenance for their children and their efforts to help their children maintain the heritage language: A case study of Korean-Canadian immigrants. *Language, Culture and Curriculum, 20*, 223-235.
- Phelps, R. P., Ferrara, L., & Goolsby, T. (1993). *Guide to Research in Music Education*. (4th ed.) Scarecrow Press/The Rowman & Littlefield Publishing Group.
- Pluddemann, P. (2015). Unlocking the grid: Language-in-education policy realisation in post-apartheid South Africa. *Language and Education, 29*(3), 186-199.
- Ramirez, J.D. [and others]. (1991). Final report: *longitudinal study of immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children*. San Mateo, CA: Aguirre International.
- Ricento, T. K., & Hornberger, N. H. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly, 30*(3), 401-427.
- Rolstad, K., Mahoney, K., & Glass, G. V. (2005). A meta-analysis of program effectiveness research on English language learners. *Educational Policy, 19*(4), 572-594.
- Rossell, C.H., & Baker, K. (1996). The educational effectiveness of bilingual education. *Research in the Teaching of English, 30*(1), 7-74.
- Rothman, J. (2009). Understanding the nature and outcomes of early bilingualism. Romance languages as heritage languages. *International Journal of Bilingualism, 13*, 155-163.
- Ruíz, R. (1984). Orientations in language planning. *Bilingual Research Journal, 8*(2), 15-34.
- Ruiz, R. (2010). Reorienting language-as-a-resource. In J.E. Petrovic (Ed.), *International perspectives on bilingual education: Policy, practice and controversy* (pp.155-172). Charlotte, N. C.: Information Age Publishing.

- Scanlan, M. & Lopez, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, 48(8), 583-625.
- Schön, D.A. (1983). *The reflective practitioner: how professionals think in action*. Ashgate.
- Sipe, L. R. & Ghiso, M. P. (2004). Developing conceptual categories in classroom descriptive research: Some problems and possibilities. *Anthropology and Education Quarterly*, 35(4), 472-485.
- Skutnabb-Kangas, T. (2000) *Linguistic Genocide in Education or worldwide diversity and human rights*. Lawrence Erlbaum Associates, Inc., Mahwah, NJ.
- Skutnabb-Kangas, T. (2009, January). The stakes: Linguistic diversity, linguistic human rights, and mother-tongue-based multilingual education – or linguistic genocide, crimes against humanity and an even faster destruction of biodiversity and our planet. Keynote presentation at Bamako International Forum on Multilingualism, Bamako, Mali.
Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.3679&rep=rep1&type=pdf>
- Skutnabb-Kangas, & R. Phillipson (Eds.), *Linguistic Human Rights: overcoming linguistic discrimination*. (pp. 159-178). Berlin, Germany: Mouton de Gruyter.
- Sloan, A. & Bowe, B. (2014). Phenomenology and hermeneutic phenomenology: the philosophy, the methodologies, and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design. *Quality & Quantity*, 48(3), 1291-1303.
- Snow, M. A. (1994). Primary language instruction: A bridge to English language development. In C.F. Leyba (Ed.), *Schooling and Language Minority Students: A Theoretico-Practical Framework*. (pp. 119-160). Los Angeles, CA: LBD Publishers

- Spillane, J. P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150, DOI: 10.1080/00131720508984678
- Spillane, J. P. (2006). *Distributed Leadership*. San Francisco, CA: Jossey-Bass.
- Stake, R. E. (1994). Case studies. In Denzin, N.K. & Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research*. (pp. 236-247). Sage Publications.
- Stone-Johnson, C. and Weiner, J. (2022). Theorizing school leadership as a profession: A qualitative exploration of the work of school leaders. *Journal of Educational Administration*, 60(4), 386-402.
- Suarez, D. (2002). The paradox of linguistic hegemony and the maintenance of Spanish as a heritage language in the United States. *Journal of Multilingual and Multicultural Development*, 23(6), 512-530.
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4(3), 251-274.
- Takeguchi, T. (2009). *Keishougo gakusuu-o sokushin-suru yooiin-wa nani-ka* [What are factors that facilitate heritage language education?]. *Japan Journal of Multilingualism and Multiculturalism*, 15, 53-79.
- Tannenbaum, M. (2003). The multifaceted aspects of language maintenance: A new measure for its assessment in immigrant families. *International Journal of Bilingual Education & Bilingualism*, 6(5), 374-393.
- Tarone, E. & Swain, M. (1995). A sociolinguistic perspective on second language use in immersion classrooms. *The Modern Language Journal*, 79(2), 166-178.

- Turnbull, M., Cormier, M., & Bourque, J. (2011). The First Language in Science Class: A Quasi-Experimental Study in Late French Immersion. *The Modern Language Journal*, 95(s1), 182-198.
- UNAIDS (2010, April). *An introduction to triangulation*. www.unaids.org.
https://www.unaids.org/sites/default/files/sub_landing/files/10_4-Intro-to-triangulation-MEF.pdf
- Unmuth, K. L. (2012). Dual-language programs grow in popularity nationally [Blog]. Retrieved From: <https://www.ewa.org/blog-latino-ed-beat/dual-language-programs-grow-popularity-nationally>
- Valdez, G. (2001). Heritage language students: Profiles and possibilities. In J.K. Peyton, D.A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 37-77). McHenry, IL and Washington, DC: Center for Applied Linguistics and Delta Systems.
- Valdez, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89(3), 410–426.
- Vogel, S., & García, O. (2017). Translanguaging. In G. Noblit & L. Moll (Eds.), *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press.
- Wiley, T. G., & García, O. (2016). Language policy and planning in language education: Legacies, consequences, and possibilities. *The Modern Language Journal*, 100(s1), 48–63.
- WIDA Consortium. (2015, May 01). *WIDA Focus on SLIFE: Students with Limited or Interrupted Formal Education*. WIDA, University of Wisconsin-Madison.
<https://wida.wisc.edu/sites/default/files/resource/FocusOn-SLIFE.pdf>.

- Williams, C. (1994). *Arfarniad o ddulliau dysgu ac addysgu yng nghyd-destun addysg uwchradd ddwyieithog [Evaluation of teaching and learning methods in the context of bilingual secondary education]* (1867986958) [Doctoral dissertation/University of Wales]. ProQuest Dissertations & Theses Global.
- Williams, C. H. (2019). Creative ambiguity in the service of language policy and new speakers. *Language Policy, 18*(1), 1-16.
- Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly, 6*(3), 323-346.
- Yin, R. K. (2003). *Case study research design and methods* (3rd ed.). Thousand Oaks, CA: Sage. 181 pages.
- Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage. 282 pages.
- Young, M. D., Anderson, E., and Nash, A. M. (2017). Preparing school leaders: Standards-based curriculum in the United States. *Leadership and Policy in Schools, 16*(2), 228-271.

Appendix A

Interview protocol**

- 1) How would you describe your role in this school/district?
 - a) How long have you worked in this school/district?
- 2) PDE describes as “students whose dominant language is not English” as English Learners (ELs). And PDE also states that English as a Second Language (ESL) can be taught by English Language Development (ELD) teachers or non-ESL teachers. For ELD teachers, PDE says...
 - a) For ELD teachers, PDE says, “ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs.” (Pennsylvania Department of Education. (2023b). Understanding that, what has been your experience in school in teaching and supporting ELs?
 - b) For non-ELD teachers, PDE says, “These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.” (Pennsylvania Department of Education. (2023b). Understanding that, what has been your experience in school in teaching and supporting ELs?
 - c) How does that experience differ or not differ from your experience with the general student body?
- 3) Describe in detail the programming you currently provide for the ELs in your school.
 - a) Describe the history of these programs. When? Why?

- b) Describe how the HL and/or cultures of students are used in classroom instruction.
- 4) Tell me about the profile of your ELs? How would you characterize the kinds of strengths and challenges this subpopulation of students shows?
- 5) How would you describe your level of bilingualism?
- 6) When you think about the work you do at school, what do you see as the goal of education?
- 7) Tell me about some of your family and/or friends who speak languages other than English?
- 8) Read this summary (Table A1) of various language orientations (Ruiz, 1984; Flores, 2016).

What ideas and thoughts come to mind after you read this?

Table A1

Language Orientations

| Orientation | Overview |
|------------------------|---|
| Language as a Problem | Diversity is a threat to national unity |
| Language as a Right | Language-minoritized communities have a fundamental right to their Heritage Language |
| Language as a Resource | Language diversity should be treated as a resource to be harnessed and developed |
| Language as a Struggle | Work to understand and support language diversity is connected to combating racial inequalities and promoting social transformation from the classroom to the community |

Note. Overview summaries are from Flores (2016b).

- 9) To what extent do you think your school leader(s) is/are working to meet the needs of all of the ELs in your school?
 - a) Describe the strengths and weaknesses of this work and the reasons for the strengths and weaknesses.
- 10) Describe how the languages and cultures of your students are included in your school.

- a) Describe your school's engagement with the families of ELs.
 - b) Can you talk about ways that you are engaging with the families of your ELs?
- 11) What is your understanding of the HL use at home by your EL students and their families?
 - 12) Describe the types of social, emotional, and behavioral issues that your ELs in your school struggle with.
 - 13) Describe the kinds of professional development training/supports that your school has received, specific to education for ELs. What has been helpful and why?
 - 14) Tell me about a particular incident in your life that has influenced your orientation toward languages other than English.
 - 15) Can you tell me about courses or training you have participated in that focused on ESL, ELL, or Bilingual Education?
 - 16) How would you explain your short-term goals for your students who speak Spanish as their heritage language?
 - 17) How would you explain your long-term goals for your students who speak Spanish as their heritage language?
 - 18) Do you have any documents that you use or reference that you feel help you in working to support your ELs?
 - 19) Who is/are other individuals in your school/district that you consider a leader in the area of supporting ELs?
 - 20) Is there anything else related to the educational experience of ELs that you think would help me to understand their educational experience in your district/school?

*This interview protocol was strongly influenced by the Interview Protocol from Ascenzi-Moreno, Hesson, and Menken (2015).

* Because this interview protocol is being used to collect data related to school leaders and schools within the Commonwealth of Pennsylvania, the questions use the PDE-sanctioned terminology of English Language Development (ELD), English Learner (EL), and ESL.

Appendix B

Fieldwork Observation Protocol

| Field Work Observation Protocol | |
|--|---|
| Date: _____ Location: _____ _____ Event: _____ | |
| Observation of Activities: | Researcher Comments: |
| Teacher Behaviors Language Orientations: Language as a Problem (LAP), Language as a Right (LARi) Language as a Resource (LARE) Language as a Struggle (LAS) Purpose of School: Social Efficiency (SE) Social Mobility (SM) Democratic Equality (DE) Hegemonic Reinforcement (HE) | Teacher Behaviors: Language Orientations: Language as a Problem (LAP), Language as a Right (LARi) Language as a Resource (LARE) Language as a Struggle (LAS) Purpose of School: Social Efficiency (SE) Social Mobility (SM) Democratic Equality (DE) Hegemonic Reinforcement (HE) |

| | |
|---|---|
| | |
| Field Work Observation Protocol | |
| Date: _____ Location: _____ _____ Event: _____ | |
| Observation of Activities: | Researcher Comments: |
| Teacher Talk: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE | Teacher Talk: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE |

| | |
|--|--|
| | |
| Field Work Observation Protocol | |
| Date: _____ Location: _____ _____ Event: _____ | |
| Observation of Activities: | Researcher Comments: |
| Student Behaviors: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE | Student Behaviors: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE |

| | |
|---|---|
| | |
| Field Work Observation Protocol | |
| Date: _____ Location: _____ _____ Event: _____ | |
| Observation of Activities: | Researcher Comments: |
| Student Talk: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE | Student Talk: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE |

| | |
|---|--|
| | |
| Field Work Observation Protocol | |
| Date: _____ Location: _____ _____ Event: _____ | |
| Technology in use: _____ By whom: Teacher / Student Description of Technology Use: | Technology: |
| Drawing of the Learning Environment: | Description of Learning Environment: Language Orientations: LAP, LARi, LARe, LAS Purpose of School: SE, SM, DE, HE |

Appendix C

(Pre)dispositions of Four Orientations of Language Planning

Table C1.

(Pre)dispositions of Four Orientations of Language Planning

| Orientation | Trait |
|----------------------------------|--|
| Language as Problem ^a | <ul style="list-style-type: none"> • Monolingualism is valued • Policies limit or eliminate multilingualism • Linguistic diversity threatens national unity • Minority languages threaten dominant majority language • Language problems cause social problems • Language minority is a communicative disability • Minority language speakers are defined from a deficit perspective as related to dominant majority language • Minority language maintenance is unnecessary • Language education is focused on transition to dominant majority language • Educational programs that facilitate bilingual language development exacerbate social divisiveness • Skepticism that bilingual educational programs focus on the minority language to the detriment of majority language development • Bilingualism is related to cognitive difficulties and reduced academic achievement • Second language and mainstream immersion programs are favored over bilingual education • Language learning is subtractive |
| Language as Right ^a | <ul style="list-style-type: none"> • Language mediates access to general society • Concern that linguistic inequality leads to social inequality • Rights to use one's language are codified in de jure policy (positive rights) • Rights to non-discrimination based on language are codified in de jure policy (negative rights) • Rights may be framed in relation to international conventions and treaties • Using and maintaining one's HL is a human right • Access to civil rights may not be denied due to linguistic ability • Language is related to personal freedom • Language rights may be limited to certain, specifically defined individuals or groups |

| | |
|-------------------------------------|---|
| | <ul style="list-style-type: none"> • Rights may focus on opportunities for proficiency in a dominant majority language and/or opportunities to develop and maintain minority languages • Academic programs for linguistic minorities facilitate equal access to education; program types may vary |
| Language as Resource ^a | <ul style="list-style-type: none"> • Societal multilingualism and cultural diversity are valued • National unity includes linguistic diversity • Languages are resources for everyone • Languages are both a personal and a national resource • Linguistic minority communities have unique linguistic expertise to contribute to society • Languages have extrinsic value for purposes such as national security, diplomacy, military action, espionage, business, media, public relations, among other possibilities • Languages have intrinsic value for purposes such as cultural reproduction, community relations, identity construction, building self-esteem, intellectual engagement, civic participation, among other possibilities • Rationales for language maintenance are aligned with extrinsic and/or intrinsic values • The interests and needs of a nation or of linguistic minorities themselves may be variously foregrounded • Bi-/multilingualism can enhance academic achievement • Awareness of different languages and cultures reduces ethnocentrism and xenophobia and enhances intercultural understanding • Linguistic minorities are resources for the multilingual development of a dominant majority • Academic programs focus on the development of life-long bi-/multilingualism; program types may be designed for linguistic minorities or both linguistic minorities and a dominant majority • Language learning is generally additive |
| Language as a Struggle ^b | <ul style="list-style-type: none"> • Language diversity connects with ideas of local community control • Language diversity connects with broader political struggles • Educational language programs work to undo the root causes of racial inequality • Counters neoliberal ideas • There is purposeful resisting of framing of language-minoritized students from a deficit perspective • Bilingual education programs are connected to larger social transformations • Provides opportunities for students to strategize how to navigate power relations • Critically analyzes linguistic diversity in the USA |

-
- Offers students ways to enact translanguaging
-

Notes. ^aFrom Hult and Hornberger (2016).

^bFrom Flores (2016b).

Appendix D

Codebook

Table D1

Codebook

| Code | Inductive Codes | Description |
|-------------------------------|-----------------|--|
| Research Question #1 | | |
| Academic Instruction - Policy | | References of policy related to academic instruction - formal or informal. This includes policies around explicit direction related to academic instruction - programs, philosophies, and practices that are officially sanctioned by the school leader. |
| HL-Policy | | For examples of policy related to HL - formal or informal. This includes when HL can or cannot be used, policies around explicit instruction, and translations of official school meetings or communications. |
| LEA-Level | | References to LEA-level policy or practice. |
| School Leader - Policy | | References official policies and official practices at the school leader level that impact the educational experience of EBLs. |
| State-Level | | References to state-level (or, by default, federal-level) policy or practice. |
| Research Question #2 | | |
| Bilingualism of School Staff | | References to the professional experience and training of school leaders and their level of bilingualism and examples of how and when that bilingualism is being used in practice. |
| PD -Need | | A reference to a future professional development, either a need or a desired professional development, with the purpose of supporting EBLs. |
| PD-Example | | A specific example of professional development that occurred and was related to EBLs. |
| Professional Experience | | Reference to previous experience -personal life, previous work, educational history, bilingual ability - that connects to how the individual approaches work with EBLs. |
| Research Question #3 | | |

| | |
|-------------------------------------|---|
| Academic Instruction '-' Daily Work | References to general practices of academic instruction - informal. This includes how the school leader may be managing or adjusting academic instruction in daily work to support EBLs. |
| Connection with Families | References to school leaders leveraging connections with family members (non-students) to impact the educational experience of the EBLs. |
| Connections with students | References to school leaders leveraging connections with students to impact the educational experience of the EBLs. |
| Cultural Pride | A positive reference to how school leaders interact with Hispanic or Latino culture of EBLs and their families. |
| HL-Use in School | References the use of HL in the educational experience. This code differs from HL-Policy as it relates to using HL, such as outside of specific formal HL instruction or translation for official school communications. Could include translanguaging among staff and/or students, digital assisted translations, or casual conversations of daily interactions between students and/or staff. |
| HL-at home | Refers to the general presence of or specific use of HL in the home setting. |
| School Leader - Daily work | Refers to daily work of school leaders that impact the educational experience of EBLs. |

Deductive Codes

| Code | Description |
|------|--|
| LAP | References the HL of the EBL is seen as a threat to national unity; getting in the way of an EBL's proficient acquisition of English and impeding the smooth linguistic functioning of the dominant society. |
| LARe | References ideas or actions that position EBLs and Language diversity as something that should be treated as a resource to be harnessed and developed. |
| LARi | References ideas or actions that position EBLs and Language-minoritized communities as having a fundamental right to their Heritage Language. |
| LAS | References ideas or actions where school leaders are working to understand and support language diversity as connected to combating racial inequalities and promoting social transformation from the classroom to the community. |
| G-DE | References ideas that position EBLs to engage fully in citizenship and which seek equity - all students get what they need - across all educational experiences and opportunities. |

| | |
|------|---|
| G-HR | References ideas that perspective of bilingualism views bilingualism as a resource for the dominant society and simultaneously as a personal problem for the EBL, could be a Spanish as a Second Language for enrichment for dominant English language speakers, while simultaneously failing to support the ongoing development of the HL Spanish-speaking EBLs. |
| G-SE | References an approach to the educational experience of EBLs that prepares EBLs to carry out economic roles with competence as a productive fellow worker in necessary market roles. |
| G-SM | References a goal of education to provide EBLs to obtain desirable social positions, often through competition with others. |

Biography

Adam Schmucker has been working in education for 27 years as a teacher and school leader committed to ongoing learning and inquiry communities across the professional lifespan. His career began in the mountains of Colorado, where he worked as an elementary and middle school teacher, English as a Second Language teacher, bilingual education teacher, and instructional leader. Since 2008, Adam has been an elementary school leader in Quakertown, Pennsylvania.

Across various contexts, Adam has been committed to school and community partnerships and to recognizing the diverse linguistic resources of students and families. As a school leader in Quakertown, he developed a school-based outreach program to strengthen connections between the school and its Spanish-speaking families. As a teacher and instructional leader in Colorado, he worked with Colorado Community Partnerships and the Vail Valley Youth Foundation, where he was the founding director of an after-school Academic Soccer Program for underserved students and families.

In work with the Pennsylvania Department of Education, Adam has served as a school leadership coach, mentor, and facilitator of principal development workshops through the Supporting Effective Educator Development grant and Inspired Leadership programs. In 2018, he received Pennsylvania's Distinguished Principal Award from the National Association of Elementary School Principals. He has also been recognized as a Distinguished Principal by the National Institute of School Leadership.

Vita

Adam G. Schmucker
ags317@lehigh.edu

Education:

| | |
|-------------|--|
| 2017 – 2025 | Doctorate of Education, Educational Leadership <i>Lehigh University, Bethlehem, PA</i> |
| 2017-2022 | Letter of Eligibility, Superintendent PK-12 <i>Lehigh University, Bethlehem, PA</i> |
| 2003-2005 | Endorsement, Educational Leadership <i>Adams State College, Alamosa, CO</i> |
| 1999-2003 | Master of Arts, Socio-Multicultural Foundations of Bilingual Education <i>The University of Colorado at Boulder, Boulder, CO</i> |
| 1992-1996 | Bachelor of Science, Elementary Education Minor, Special Education Minor, Spanish <i>East Stroudsburg University, East Stroudsburg, PA</i> |

Awards:

National Distinguished Principal (2018) *National Association of Elementary School Principals, Alexandria, VA*

- Recognition as Pennsylvania's Principal of the Year.
- State representative for the national award ceremony and conference.

Distinguished Principal (2016) *National Institute for School & System Leadership, Washington, DC*

- Served as a mentor and coach for three mentee principals.
- Supported mentee principals with all general aspects of school leadership.
- Consulted with PDE about reorganizing principal certifications.

Omicron Delta Kappa (1997) *National Leadership Honor Society - East Stroudsburg University - East Stroudsburg, PA*

Phi Sigma Iota (1997) *National Foreign Language Honor Society - East Stroudsburg University - East Stroudsburg, PA*

Professional Experience:

Principal (2015 to Present) *Trumbauersville Elementary School – Quakertown Community School District, Quakertown, PA*

- Support all students in the process of learning.
- Support the professional development of staff and ensure a high quality of instruction by facilitating staff development opportunities, collaborative meetings, and conducting observations and evaluations of staff.
- Oversee all aspects of the building budget.
- Oversee the daily use of facilities.
- Coordinate with custodial staff to manage regular building maintenance.
- Interact with parents and families of the school community to ensure a collaborative learning environment.

Adjunct Professor (2019 to Present) *College of Education - Lehigh University, Bethlehem, PA*

- EDL 414: Principal Internship I
 - EDL 415: Principal Internship II
 - EDL 424: Leadership, Self, and Groups*
 - EDUC 435: Leading Student-Centered Schools
- *Practicum in University Teaching

Facilitator (2013 to 2020) *Pennsylvania Inspired Leadership / National Institute of School & System Leadership – Pennsylvania Department of Education, Harrisburg, PA*

- Facilitated classes and coursework for PDE's Administrative induction program.
- Facilitated blended (online and face-to-face) coursework for current school leaders.

Principal (2011 to 2015) *Joseph S. Neidig Elementary School – Quakertown Community School District, Quakertown, PA*

- Supported all students in the process of learning.
- Supported the professional development of staff and ensured a high quality of instruction by facilitating staff development opportunities, collaborative meetings, and conducting observations and evaluations of staff.
- Oversaw all aspects of the building budget.
- Oversaw the daily use of facilities.
- Coordinated with custodial staff to manage regular building maintenance.
- Interacted with parents and families of the school community to ensure a collaborative learning environment.

Assistant Principal (2008 to 2011) *Richard E. Strayer Middle School – Quakertown Community School District, Quakertown, PA*

- Assisted the principal in all areas of school leadership.

- Supported the professional development of staff and ensured the quality of instruction by facilitating staff development training and collaborative meetings, and by conducting observations and evaluations of staff.
- Supervised aspects of daily student life: behavior, student support services, athletic events, and communication with parents.
- Coordinated with custodial staff to manage regular building maintenance and building use.
- Oversaw the general daily management of the school's website.
- Oversaw the positions and payment of coaches/advisors for extracurricular activities.

Fifth Grade Teacher (2005-2008) *John Barclay Elementary School – Central Bucks School District, Doylestown, PA*

- Subjects taught: Reading, Writing, Mathematics, and Social Studies.
- Facilitated the Barclay Green Team – A student-led recycling club.

Master Teacher (2004-2005) *Berry Creek Middle School – Eagle County Schools, Eagle, CO*

- Collaborated with the Principal to create a comprehensive building plan that focused the school curriculum around increased student achievement.
- Facilitated the *Instructional Leadership Team* - composed of the school Principal, the Master Teacher, and five mentor teachers.
- Facilitated weekly collaborative instructional meetings for a group of 8-10 staff members.
- Evaluated the performance of all staff using an extensive 26-point rubric.
- Conducted model lessons and quality instructional techniques.

Sixth Grade Teacher (1999-2004) *Berry Creek Middle School – Eagle County Schools, Eagle, CO*

- Subjects taught: 6th Grade Math, 6th Grade Science (Bilingual: English/Spanish), 6th Grade Reading, 6th – 8th Reading/ESL)

Fourth Grade Teacher (1998-1999) *Avon Elementary School – Eagle County Schools, Eagle, CO*

- Taught general elementary curriculum in a self-contained classroom.

Affiliations:

- National Association of Elementary School Principals (NAESP)
- Pennsylvania Principals Association
- University Council for Educational Administration (UCEA)

Related Professional Experience:

| | |
|--------------|---|
| 2025-Present | Member: <i>Pennsylvania Principals Legislative Committee - Pennsylvania Principals Association, Enola, PA</i> |
| 2023-present | Member: <i>Education Next Committee - Pennsylvania Principals Association, Enola, PA</i> |
| 2021-2025 | Member: <i>RAND American School Leader Panel – Rand Headquarters, Santa Monica, CA</i> |
| 2024-2025 | Associate Member: <i>Lehigh University School Study Council - Lehigh University, Bethlehem, PA</i> |
| 2024 | Presenter: <i>Emergent Bilinguals and School Leaders – Standards Aligned System Institute, Hershey, PA</i> |
| 2022 | Presenter: <i>Building Your Principal Pipeline with Full-Time Internships – Standards Aligned System Institute, Hershey, PA</i> |
| 2022 | Associate Member: <i>Superintendents’ Study Council - University of Pennsylvania, Philadelphia, PA</i> |
| 2019 | Participant: <i>Office of Elementary Secondary Education - National School Leadership Summit, Washington, DC</i> |
| 2019 | Member: <i>Pennsylvania's Advanced Credentialing System for Principals - Pennsylvania Department of Education, Harrisburg, PA</i> |
| 2019 | Presenter: <i>Principal Supervision and Support: Leveraging a Professional Coaching Model to Improve our School Leaders – Pennsylvania Educational Leadership Summit, Mt. Pocono, PA</i> |
| 2018 | Presenter: <i>From Data Meetings to Inquiry Meetings - National Association of Elementary School Principals National Conference, Orlando, FL</i> |
| 2010 – 2017 | Director: <i>Buckingham Friends School Board of Directors – Buckingham Friends School, Lahaska, PA</i> |
| 2015 | Presenter: <i>Implementations of a Comprehensive Full-Day Kindergarten Program: Supporting High Expectations for ALL Students – Pennsylvania Elementary and Secondary School Principals Annual State Conference, State College, PA</i> |
| 2015 | Interviewer: <i>Certified Interviewer - Humanex Ventures, Lincoln, NE</i> |
| 2013 | Facilitator: <i>Certified Facilitator for Pennsylvania Inspired Leadership - Pennsylvania Department of Education, Harrisburg, PA</i> |
| 2013 | Facilitator: <i>Certified Facilitator - the National Institute of School Leadership, Washington, DC</i> |
| 2012 | Presenter: <i>Supporting our Hispanic Students by Understanding our Community– Quakertown Community School District, Quakertown, PA</i> |
| 2011 | Presenter: <i>Technology and the Teacher Evaluation System – Standards Aligned System Institute, Hershey, PA</i> |
| 2007 – 2008 | Facilitator: <i>5th Grade Video Editing Grant –</i> |

- Barclay Elementary School, Warrington, PA
- 2006 - 2008 **Mentor Teacher:** *Central Bucks School District -*
John Barclay Elementary School, Warrington, PA
- 2006 **Committee Member:** *Strategic Planning – Central Bucks School District, Doylestown, PA*
- 2005 **Presenter:** *Demystifying Science with Similarities and Differences – Central Bucks School District, Doylestown, PA*
- 2002-2005 **Program Coordinator:** *Berry Creek Academic Soccer Club - The Youth Foundation, Edwards, CO*
- 2003-2004 **Director/Facilitator:** *Pro-Math Think Tank - Mathematics Intervention - Eagle County Schools, Eagle, CO*
- 2002 **District Math Coach & ESL Consultant:** *Eagle County Schools, Eagle, CO*
- 2002 **Presenter:** *Action Research- Meeting the Needs of Diversity in a Colorado Mountain School District - Conference for Colorado Association of Bilingual Education - Steamboat Springs, CO*
- 1996 **Presenter:** *Multicultural Education in the Classroom - 48th Annual Conference for American Association of Colleges of Teacher Education, Chicago, IL*

Community Service:

- 2023-2024 **Committee Member:** *Comprehensive Planning Committee - Quakertown Community School District, Quakertown, PA*
- 2019 - 2022 **Committee Member:** *Pennsylvania Association of Independent Schools Accreditation Self-Study - George School, Newton, PA*
- 2014 - 2015 **Coach:** *Intramural Soccer - Central Bucks Athletic Association - Doylestown, PA*
- 2009 - 2011 **Advisor:** *Street Team (Student-led Social Norming Campaign) - Richard E. Strayer Middle School, Quakertown, PA*
- 2009 - 2011 **Director/Facilitator:** *Conectado - Hispanic Parent Outreach Group - Richard E. Strayer Middle School, Quakertown, PA*
- 2006 - 2008 **Program Coordinator:** *Green Team (Recycling Team) - John Barclay Elementary School, Warrington, PA*
- 2001 - 2005 **Committee Member:** *Hispanic Parent Outreach Group - Berry Creek Middle School, Edwards, CO*
- 2002 - 2003 **Committee Member:** *Colorado Community Partnership (CCP) - Edwards Design Team, Edwards, CO*
- 2000 **Volunteer Instructor:** *Colegio de Las Hermanas Andrea y Maria - Monterrey, NL. Mexico*
- 1998 **Volunteer Instructor:** *Cholul Language Institute - Cholul, YU. Mexico*