6-9-2016

BILINGUAL EDUCATION AT TWO URBAN HIGH SCHOOLS: A CROSS CASE ANALYSIS

Gabriel Gonzales

Follow this and additional works at: https://digitalrepository.unm.edu/educ_teelp_etds

Gabriel Antonio Gonzales
Candidate

Teacher Education, Educational Leadership and Policy
Department

This dissertation is approved, and it is acceptable in quality
and form for publication:

Approved by the Dissertation Committee:

 Dr. Allison M. Borden, Chairperson

 Dr. Arlie Woodrum

 Dr. Viola Florez

 Dr. Gladys Herrera Gurulé

BILINGUAL EDUCATION AT TWO URBAN HIGH SCHOOLS:

A CROSS CASE ANALYSIS

By

GABRIEL ANTONIO GONZALES

B.A., Secondary Education, University of New Mexico, 2005
M.A., Educational Leadership, University of New Mexico, 2008

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements of the Degree of

Doctor of Education
Educational Leadership

The University of New Mexico
Albuquerque, New Mexico

May, 2016

Tribute

Pregunta: ¿Por qué estás aquí?

Repuesta: Porque él fue llamado.

Gracias, Hermano.

Dedication

This dissertation is dedicated to my family and students (past, present, and future)

Over the years, I have had the good fortune of serving and learning from thousands of students at Washington Middle School, Albuquerque High School, and Atrisco Heritage Academy High School. I have learned so much from each of them. It is my hope that my completing this doctoral degree will serve as an example of life-long learning. Each of them has the inherent capacity to reach their goals in life. They should let nothing stand in their way, especially the fact that they may speak two languages.

My grandparents, Gabriel and Adelaida F. Gonzales and Pedro J. and Consuelo C. Chacón gave me the gift of my heritage, religion, and the love for the traditions of my Hispanic culture. I honor each of you for what you have given to my parents and through them, what you have given to me. *Gracias por siempre guardarme en sus oraciones*.

I would not be who I am today if it were not for the love and support of my parents, Gabriel A. and Christine M. Gonzales. That my sister and I would complete higher education was never a question in your minds. Dad, you always worked hard so that we would be able to pursue our dreams. Your blood, sweat, tears, and unconditional love pay off today. I promise not to miss any more hunting trips – I'm finally done! Mom, the example you set when you pursued your advanced degrees and climbed the ladder of leadership in your work have not gone unnoticed. Your success as a small town Hispanic woman inspires me everyday. You have both made this day possible and I hope to give my children a fraction of what you and dad have given to Amelia and me. To my one and only sibling, Amelia V. Gonzales-Corbin, I am grateful for the love and support you have always

shown me and for being my best friend along the way. Thank you for believing in me more than I believed in myself.

The person who supported me more than any other was my wife, Nicole C. Gonzales. From the day we sat down to discuss my desire to apply for the doctoral program to the very last word of this dissertation you have loved and supported me. Never did you hold me back or try to stop me from reaching this goal. This achievement belongs to both of us. *Muchísimas gracias, mi amor*. The last word of dedication belongs to my sweet daughters, Minea Luz and Camila Paz Gonzales. I hope that this doctoral degree will serve as an example to you that anything is possible. My hope for both of you is that you are happy; truly happy in whatever you choose to do in life. Whatever you do – do it well. Never say, it is not possible. I love you!

~ Así Sea ~

Acknowledgements

I wish to thank and honor the contributions and support my dissertation committee showed me along this journey. To my committee chair, Dr. Allison M. Borden, the best teacher I have ever had. I will forever stand in awe of the dedication and devotion she has shown to me and to all of her students; we are all blessed to call her our teacher. Throughout my life as a graduate student, she has guided and challenged me to be the best student and scholar possible. This has helped me in becoming a better teacher and educational leader. Dr. Borden has pushed me to reach my full potential as a student, scholar, educator, and person. I will be forever grateful.

I also wish to thank my committee members. To Dr. Arlie Woodrum, who never stopped supporting and believing in me throughout this journey; his concrete guidance opened my eyes to the process on countless occasions. New Mexico lost a great scholar and educational leader in him. Congratulations, Dean Woodrum!

To Dr. Vi Florez, a New Mexico success story; I have admired and looked up to her since my days as an undergraduate student in the College of Education where she served as dean. Her example to all New Mexicans is extraordinary. I am grateful for her mentorship and example.

Finally, to Dr. Gladys Herrera Gurulé, as my high school Spanish teacher and mentor she showed me her passion for teaching, learning, and bilingual education. She has been a role model for me since the day I left Peñasco High School and began my university studies. I am a bilingual educator because of her.

In addition, I wish to acknowledge the many colleagues I have had over the years. I am grateful that our paths have crossed and honor the fact that each of them has helped me

grow as a person and as a professional. In particular, I wish to thank Marco Harris, Valarie

Hoose, Mishelle Jurado, Jessica Martinez, and Tim McCorkle for their contributions and

support as I worked to complete this dissertation. Each of them played a huge role in getting

me to the finish line.

BILINGUAL EDUCATION AT TWO URBAN HIGH SCHOOLS:

A CROSS CASE ANALYSIS

By

GABRIEL ANTONIO GONZALES

B.A., Secondary Education, University of New Mexico, 2005
M.A., Educational Leadership, University of New Mexico, 2008
Ed.D., Educational Leadership, University of New Mexico, 2016

ABSTRACT

By 2042, racial minority groups will comprise the majority of the population in the

United States. This reality will bring with it a diversity of cultural, ethnic, and linguistic

backgrounds as represented by the students in America's schools. How public schools

respond to this changing demographic will define the future of our country.

This study answers three research questions: What impact did the implementation of a

comprehensive bilingual program at Altura High School and Parkland High School have on

school culture and teachers' perceptions and practices? What impact does a comprehensive

bilingual program have on the academic outcomes of students? Finally, what organizational

change does the implementation of a rigorous (college preparation) bilingual program create

on a high school campus? I utilized face-to-face interviews of administrators, teachers,

graduates, and parents from the aforementioned high schools, coupled with a limited

document analysis, to collect data for this study.

I found that personnel play a significant role in the development and implementation

of a bilingual program in the comprehensive high school setting. Administrators' familiarity

with bilingual programs, their ability to speak more than one language, and their capacity to

properly staff the school with qualified teachers who are able to carry out the mission of the bilingual program are fundamental. Administrators struggle to find and maintain bilingual teachers who are able to teach in two languages and use academic language. Based on the findings, the role of counselors and their academic advisement are critical to the outcomes of students. The alignment of programming and curriculum along the kindergarten through twelfth grade pipeline was a central theme that was instrumental in increasing student achievement and providing strong professional development opportunities for teachers. Finally, another finding of particular interest was the existence of racism, discrimination, and poverty in these schools and the correlation these social challenges have with instructional practices and learning.

Through the stories of those interviewed and through the limited document analysis, I began to have an insight into the struggles and celebrations these individuals have experienced as they have been part of bilingual programming in the comprehensive high school setting.

Table of Contents

List of Figures

List of Tables

Chapter One

Context for the Study

By 2042, racial minority groups will make up the majority of the population in the United States (Hodgkinson, 2001; Pew Research Center, 2015). Driven both by the decline of white enrollment and population growth among U.S.-born Hispanic and Asian children, the demographic shift in public schools since just the late 1990s has been remarkable. As of January 2014, the Pew Research Center's analysis of Census data revealed that the number of U.S.-born Hispanic children aged 5 to 17 in the U.S. nearly doubled between 1997 and 2013.

According to the Pew Research Center (2015), within a century (1960 to 2060), white Americans will have gone from making up 85 percent of the population to comprising 43 percent. On the other hand, the number of Hispanic and Black Americans will have grown substantially over that time period, together making up 45 percent of the 2060 population. Immigration and intermarriage account for much of this change in our country's racial makeup. This reality will force our society to embrace diversity and reexamine how we categorize race (Hodgkinson, 2001; Pew Research Center, 2015).

The Pew Research Center claims that our racial makeup has changed substantially in just the last 50 years. For instance, from 1960 to 2010, the percentages of Americans identifying themselves as African American, Hispanic, Asian, or "other" increased from just 15 percent of the population to 36 percent of the population. African American increased from 10 to 12 percent; Hispanic increased from 4 to 15 percent; Asian increased from 1 to 5 percent; and "other" increased from 0 to 3 percent (Pew Research Center, 2015). In the next fifteen years, those numbers will jump again, with the Hispanic population in particular

increasing to 22 percent; by 2060, Hispanics will comprise 31 percent of the U.S. population (Pew Research Center, 2015).

A significant impetus for these shifting demographics is immigration. Since 1965, the U.S. has welcomed 40 million immigrants, with half of those identifying as Hispanic. Based on our history, the U.S. has always been a country of newcomers. In the early days of our founding and through the middle of the 20th century, our population consisted of huge numbers of European immigrants (Hodgkinson, 2001; Mondragón & Stapleton, 2005). However, our changing racial makeup is due to a shift in immigrants' countries of origin. While 88 percent of immigrants in 1900 were from Europe, Europeans only comprise 12 percent of the immigrant population today. Conversely, immigration from Spanish-speaking countries is on the rise, with over 50 percent of all immigrants to the U.S. today hailing from Latin America. So while the Hispanic population in the U.S. has been increasing, the influx of white Americans has been decreasing (Hodgkinson, 2001; Ovando, 2003).

Over a quarter of the entire U.S. population is now made up of immigrants and racial intermarriage is also driving the increase in a more diverse population. Just half a century ago, less than three percent of new marriages were between people of different races; today, 15.5 percent of newlyweds come from different racial backgrounds. That means that not only is our racial makeup changing, it is getting more complicated to explain as well (Pew Research Center, 2015; Myles, 2003).

The U.S. Census Bureau estimated that the racial composition of the population in New Mexico (in 2012) included 47.0 % of the population were Hispanic and 10.2% were American Indian or Alaska Native. Simply put, New Mexico looks now like the rest of the nation will look in the very near future. At the same time, Hispanics and American Indians

in both the United States and New Mexico are significantly *younger* than the rest of the population. As these groups age, they will come to comprise an even larger share of the population (Banks, 2012; Hodgkinson, 2001).

Hodgkinson has conducted groundbreaking research on how the demographics will change in the country over the next several decades. He offers these simple actions that can help teachers work with the diverse students in their classrooms (Hodgkinson, 2001, p. 1):

- If a student is presented in records as "Hispanic," make sure you know what country that student's family is from, what language the family uses at home, and whether the parents also speak English and how well. If parents speak only Spanish and you speak none, try to get a colleague who is bilingual to be on the line during your first phone call home.

- If a student won't look you in the eye during the first week of school, don't make a big deal of it in front of the class. Take a minute to ask the student about it privately.

- Find out as soon as possible which of your students is new to the area and may need some help in getting settled. If half your students (or fellow teachers) are new in town, be prepared for some problems. Transiency often brings out the worst in people at any age.

- Even though students may choose to sit with their racial or ethnic groups in the cafeteria or in other informal settings, your classroom must value all students. Rather than "color blind," your goal should be "culture fair."

- Pay particular attention to your students who are eligible for free or reduced-price lunches—they may need extra help and may not get enough to eat on weekends.

(There should be no "Title I pullout program" that identifies low-income students in your classroom.).

- If you have lots of diversity in your classroom, try to use as many different visual presentations as possible. Pictures can often convey meaning when words do not.

- Some students may be genuinely confused about their ethnic ancestry. Several state courts have indicated that it is illegal to force a child to choose between the mother's and father's backgrounds. Although it's a sensitive issue, you can communicate clearly to your class that you value *all* children and that you expect them to do their best. The important thing is the understanding that we are all Americans, regardless of our backgrounds.

- Make a list of student successes for any ethnic group in your school, whether in your class or not. It's the perfect defense against the student who says, "You just don't understand! *No one* from [country x] can do [math/English/science]."

- Some students may be the responsibility of grandparents—more than one million public school students are. If so, make sure that the grandparents get the same level of attention that you give to biological parents—they may need even more help.

As "minority" groups become the majority in our state and nation, how will we respond as a society? Should minority groups be expected to assimilate to the cultural and linguistic norms held by White, Non-Hispanic Americans? Or, do we have an obligation as a society to ensure that all cultures and languages are respected, preserved, and accommodated to the extent possible? Although New Mexico has a strong heritage of being rich in languages other than English, the data point to a troubling trend: Our youngest New Mexicans are on the verge of losing their heritage languages.

As our demographics shift, how will schools respond? Schools face two primary challenges: the achievement gap between rich and poor students and the gap between white students and students of color. At the same time, English Language Learners (ELLs) exhibit some of the lowest levels of academic proficiency of any student subgroup. The changing demographics of the 21st century will require schools to find new and better ways to engage and educate students of all cultural and linguistic backgrounds.

Since the early days of statehood, New Mexico has been a leader in addressing the learning needs of linguistically and culturally diverse student populations. The New Mexico Public Education Department (New Mexico Public Education Department, 2014) offers the following timeline as an illustration of the high points in the state provisions and initiatives that support New Mexico bilingual and multicultural student populations:

- 1911 - Constitutional provisions stipulated that New Mexico must maintain a bilingual citizenry.

- 1912 - The New Mexico Department of Education hired two school supervisors, one of whom was Hispanic, and who had to supervise rural schools.

- 1915 - Senator A. A. Sena from San Miguel County introduced a mandate to implement Bilingual Education in Spanish/English in all school districts that had 50% or more Hispanic students.

- 1919 - Governor Larrazolo recommended a law to the Legislature for all teachers in rural schools where students spoke Spanish to have bilingual skills. By 1923, this law was revoked.

- 1941 - Senate Bill 3: Spanish shall be taught in all public schools in grades 5-8 in schools having 3 or 4 more teachers and/or with 90 students or more. This mandate was revoked in 1963.

- 1943 - Senate Bill 129: To establish a position of supervisor of Spanish in the Department of Education to improve instruction in that language in the public schools.

- 1963 - The New Mexico Department of Education received a grant from the Ford Foundation to implement in Pecos a Spanish Language Arts and Social Studies program of thought in the Spanish Language.

- 1968 - State Board of Education (SBE) approved Policy on Bilingual Multicultural Education, the 1st in the nation.

- 1969 - Senate Bill 270 is passed to maintain the language and culture of the children of the state and to add richness to the curriculum. It was the first Bilingual Education Law in the nation.

- 1971 - House Bill 270 added $100,000 funding with priority for K-3 to develop competence in English, and in using two languages. Qualifying students were only those with great limitations in English.

- 1973 - Senate Bill 421 passed - State Bilingual Multicultural Education Law with $700,000 appropriated (1st in the nation).

- 1975 - State Department of Education (SDE) endorsement is approved for teaching English as a second language-ELL (1st in the nation).

- 1980 - The NM State Department of Education developed the Four Skills Examination in Spanish for teachers seeking endorsement in Bilingual Education.

- 1978 - SDE endorsement in Bilingual Multicultural Education is approved (1st in the nation).

- 1986 - SDE licensure for Navajo language is approved.

- 1987 - Expansion of Bilingual Multicultural Education Programs to the twelfth grade is approved with a phase-in from 1988 to 1991.

- 1989 - New Mexico State Legislature adopted House Joint Memorial 16- English Plus Declaration in New Mexico.

- 1990 - SDE established Pueblo language endorsement (1st in the nation).

- 1992 - State Board of Education approved CITE initiative: Competency in two languages, one of which is English, for all students in New Mexico's schools.

- 1994 - House Bill 224 appropriated $89,250 to the New Mexico Department of Education for the purpose of creating a new position in the Department, develop a new bilingual proficiency exam and funding three part-time coordinators for university immersion institutes.

- 1997 - SDE piloted Two-Way Dual Language Immersion programs in five public schools in the Albuquerque, Las Cruces, and Gadsden districts.

- 1999 - New Mexico State Legislature appropriated funding for pilot schools to implement dual language immersion programs. Ten new schools began to implement two-way dual language immersion.

- 2001 - State Board of Education approved New Mexico Standards for Excellence (NMAC 6.30.2), which sets expectations for proficiency in English, an understanding of other cultures, and competence in at least one language in addition to English for all students in the schools of the state.

- 2002 - SBE reviewed and approved a new State Bilingual Multicultural Education Regulation (NMAC 6.32.2), which extends services to all students in New Mexico public schools. NM State Legislature passed the Native American Language and Culture Certification for teachers (1st in the nation).

- 2003 - HB 212 is passed: Requires instruction in a second language in addition to English for all students, Grades 1-8.

- 2004 - New Mexico State Legislature passes:
  - House Memorial 3. Audit of Bilingual Multicultural Education Programs is required.
  - House Joint Memorial 18. Study of the Feasibility of Testing Students in the Home Languages is passed and implemented.
  - Senate Bill 471a. Bilingual Multicultural Education Act of 2004 (2nd Bilingual Multicultural Education Law in NM). Amends the Bilingual Multicultural Education Act of 1973.
  - House Bill 2. General Appropriations Act of 2004 (Requires PED to evaluate effectiveness and use of funds in Bilingual Multicultural Education Programs).

- 2005- New Mexico State Legislature appropriates $100,000 to NMPED to develop three new forms for "*Prueba de Español Para la Certificación Bilingüe*" (Spanish-language proficiency test for teachers seeking an endorsement in Bilingual Multicultural Education). Bilingual Multicultural Education Regulation is revised to correspond with the Bilingual Multicultural Education Act of 2004. The Secretary of Education approves the new regulation, November 2005.

- 2006 - Governor Bill Richardson issues an Official Proclamation that declares New Mexico to be a Multicultural State. Ten Bilingual Schools are recognized during the Legislative Session for exemplary programs serving the needs of English Language Learners.

- 2007 - PED renewed the Memorandum of Understanding with the Government of Spain. Twenty Bilingual Schools are recognized during the Legislative Session for exemplary programs serving the needs of English Language Learners.

- 2008 - During the Legislative Session, 27 schools in 12 districts were honored for their language and academic performance for their English language learners.

  - The New Mexico Association for Bilingual Education recognized Ben Lujan, Speaker of the House; Representatives Rick Miera, and Regis Pecos for their advocacy and support for Bilingual Multicultural Education in the state.

  - The Navajo Language Assessment Advisory Committee piloted Navajo language proficiency assessment in six school districts.

Currently, in the State of New Mexico, there are two sets of criteria used to determine student eligibility for participation in a Bilingual Education Program (New Mexico Public Education Department, 2014). One set of criteria is the federal requirements; the other set is the state requirements.

Federal Requirements: The No Child Left Behind Act (NCLB) of 2001, Title III Language Instruction for Limited English Proficient and Immigrant Students provided funding for school districts to identify and serve the linguistic and academic needs of English Language Learners (ELL) or Limited English Proficient (LEP) students. The following are the official definitions from the NCLB Act Title IX – Part A – Definitions:

1. Limited English Proficient: The term "limited English proficient", when used with respect to an individual, means an individual –

   a. Who is aged 3 through 21;

   b. Who is enrolled or preparing to enroll in an elementary school or secondary school;

      i. Who was not born in the United States or whose native language is a language other than English;

      ii. Who is a Native American or Alaska Native, or a native resident of the outlying areas; and

      iii. Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

      iv. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

   c. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

      i. The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

      ii. The ability to successfully achieve in classrooms where the language of instruction is English; or

      iii. The opportunity to participate fully in society.

Immigrant children and youth - The term 'immigrant children and youth' means individuals who –

a. Are aged 3 through 21;

b. Were not born in any State; and

c. Have not been attending one or more schools in any or more States for more than 3 full academic years. (No Child Left Behind Act, Title III, 2001, p. 13). Note that I completed this research prior to the passage of Every Student Succeeds Act (ESSA), the December 2015 reauthorization of the No Child Left Behind Act.

State Requirements: A bilingual multicultural education program is one that uses two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process.

The State's Bilingual Multicultural Education program goals are for all students, including English Language Learners, (New Mexico Public Education Department, 2014):

a. Become bilingual and bi-literate in English and a second language, including Spanish, a Native American language, (with appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children), or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking and comprehension; and

b. Meet state academic content standards and benchmarks in all subject areas.

Student enrollment according to language proficiency is broken down into four categories as illustrated in Table 1.

Table 1

Student Eligibility According to Language Proficiency

Categories	Language Proficiency
A	Monolingual in a language other than English – "NEP" (ELL/LEP students) Beginning Level (NMELPA)
B	Partial proficiency in English – (ELL / LEP students) Early Intermediate, Intermediate and Early Advanced Level (NMELPA)
C	Fluent English Proficient students – "FEP" are eligible to participate in 1 or 2 hour programs. FEP student can also participate in 3-hour Dual Language Programs. Advanced Level (NMELPA)
D	Other students who may wish to participate (Meeting the following criteria: FEP status and/or Home Language Survey = English; Parental Approval, and if funds are available after first meeting the needs of ELL students). State Bilingual Multicultural Programs meet the New Mexico Bill 212 requirement that students in Grades 1-8 must receive instruction in a language other than English.

(Source: New Mexico Public Education Department, 2014)

Two high schools in the Desert Sun Public Schools (I assigned pseudonyms to the schools and the district) have worked to establish comprehensive bilingual programs that serve the diverse learning needs of their student populations. Founded in the late 1800s, Altura High School (AHS) is the oldest public high school in the state of New Mexico. AHS is a comprehensive high school (grades 9-12) and is part of the Desert Sun Public School (DSPS) District (Desert Sun Public Schools, 2014). The current AHS building is the second building and location for this historic high school. The original building stood at a major intersection downtown, however, the original location was vacated due to a deteriorating building (Desert Sun Public Schools, 2014).

The school was established by Colorado College of Colorado Springs and its original name was *Desert Sun Academy*. In its first year, only twenty-seven students were enrolled in this new public high school. During this era (end of the 19th century), students were primarily educated in parochial schools (Desert Sun Public Schools, 2014). Today, AHS maintains an enrollment of 1,803 and continues to serve the downtown and university area of the city.

Under the leadership of a former principal, AHS was among the first high schools in New Mexico to adopt the small learning community framework. Today, all freshmen and sophomores take part in their grade level academy. Upon the completion of their sophomore year, they have a choice of three career academies to participate in during the eleventh and twelfth grades years of high school. These academies are: Business and Leadership, Fine Arts, and the Trades and Technology (Desert Sun Public Schools, 2014).

Founded in the mid-1900s, Parkland High School (PHS) is a comprehensive public high school (grades 9 -12) and is also part of DSPS (Desert Sun Public Schools, 2014). Parkland High School is also one of the oldest public high schools in the state, and serves the students in the southeast part of the city. Currently, PHS operates out of the oldest school building in the city. PHS has a very diverse population with students from many cultures and all socio-economic backgrounds. Many foreign exchange students also attend the school each year. The school has a strong International Students Club that produces an annual Multicultural Assembly that showcases performance arts from the various cultures represented at PHS with both students and staff members taking part (Parkland High School, 2014).

The school sits on a multi-acre site and is currently home to approximately 1,500 students (New Mexico Public Education Department, 2014). The original plan was to build the school in the shape of an "H" with the school library being a separate building on what is now the student parking lot north of the gym. However, when the school opened, only the east wing of the present main building and the gym were actually built (Parkland High School, 2014).

Parkland High School offers rigorous college preparatory coursework, including 11 Advanced Placement courses and uses AVID (Advancement Via Individual Determination) strategies school-wide. PHS also functions under the small learning community structure to enhance the educational experience for students. Students arrive as members of the Freshmen Academy and move into the sophomore, junior, and senior Academies as they make their way through their high school experience (Parkland High School, 2014).

Table 2 presents data that show that an overwhelming majority of students at both schools is Hispanic (well above the state average). It is important to point out that this population is linguistically and culturally diverse. For example, at both schools, several established *"Nuevo Mexicano"* or native New Mexican families are represented. Often, these families have resided in New Mexico for centuries. Both schools are also home to many first-generation *"Mexicano"* or Mexican families. Both groups are distinct and diverse.

Table 2

Ethnic Breakdown for Altura High School and Parkland High School, 2012-2013

Ethnicity	Altura	Parkland	State Average
Caucasian (not Hispanic)	15.8%	11.6%	25.7%
Hispanic (*of any race*)	75.5%	68.7%	59.2%
American Indian/Alaskan Native	2.8%	7.9%	10.2%
African American	3.8%	5.6%	2.2%
Pacific Islander	1%	3%	1.3%
Asian	1%	3.2%	1.3%

(Source: New Mexico Public Education Department, 2014)

In addition to the ethnic breakdown, 1,099 students at AHS and all students at PHS receive free or reduced priced meals, numbers that are indicative of the socio-economic reality in these schools' attendance zones (Desert Sun Public Schools, 2014).

In August 2005, Altura High School began the implementation and establishment of a comprehensive bilingual program to strengthen the overall academic curricula and to promote academic achievement among its students (Altura High School, 2014). Recognizing the fact that New Mexico is the only bilingual (English and Spanish) state per its constitution and understanding the learning implications and deficiencies that lie within its student demographics, a bilingual program consisting of three components was conceived.

A dual-language program was established for students who were proficient in English and Spanish. This rigorous college-preparation program promoted the legitimacy and richness of both languages. In short, students would take half of their coursework in Spanish and the other half in English. After four years of participation in this program, these students would be eligible for the bilingual seal; an honor recognized by the Desert Sun Public Schools and the State of New Mexico.

At Altura High School, comprehensive course of studies for the Dual Language and English as a Second Language exist to guide the proper placement of student participants. Counselors use these guides to assist with their guidance and scheduling. Currently, such guidance does not exist for Parkland High School. Their guidance is general (i.e. course descriptions) and part of their course catalog.

Table 3

Dual Language Course of Study

Grade Level	Course of Study

9TH Grade	1.) Appropriate English Class:
	   a. English 9
	   b. English 9 Honors
	2.) Spanish Language Arts I
	3.) Choose two content classes taught in Spanish:
	   a. Algebra I (Bilingual)
	   b. Biology (Bilingual)
	4.) Choose two content classes taught in English:
	   a. Algebra I
	   b. Biology
	   c. NM History/Health
	5.) Physical Education
	6.) One Elective

10th Grade	1.) Appropriate English Class:
	   a. English 10
	   b. English 10 Honors
	2.) Spanish Language Arts II
	3.) Choose two content classes taught in Spanish:
	   a. Geometry (Bilingual)
	   b. World History (Bilingual)
	   c. Chemistry (Bilingual)
	4.) Choose two content classes taught in English:
	   a. Chemistry
	   b. World History
	   c. Geometry
	5.) Two Electives

Grade Level	Course of Study

11th Grade	1.) Appropriate English Class:
	    a. English 11
	    b. English 11 AP
	2.) Spanish Language Arts III or AP Spanish Language Arts
	3.) Choose two content classes taught in Spanish:
	    a. Physics (Bilingual)
	    b. U.S. History (Bilingual), Algebra II (Bilingual)
	4.) Choose two content classes taught in English:
	    a. Physics
	    b. Algebra II
	    c. U.S. History
	5.) Two Electives

12th Grade	1.) Appropriate English Class:
	    a. English 12
	    b. English 12 AP
	2.) AP Spanish Literature
	3.) Choose two content classes taught in Spanish:
	    a. Government
	    b. Economics
	4.) Choose two content classes taught in English:
	    a. Government
	    b. Economics
	    c. Appropriate Math Class
	    d. Appropriate Science class
	5.) Two Electives

(Source: Desert Sun Public Schools, 2014)

The Desert Sun Public Schools offers high school participants in their bilingual programs an opportunity to obtain the prestigious bilingual seal. Course work coupled with a comprehensive assessment (reading, writing, and oral interview) at the end of a student's high school education determines eligibility to receive this seal on their high school diploma (see Table 4 for the requirements for the bilingual seal). Several New Mexico colleges and universities recognize this seal and often associate it with college credit in Spanish.

Table 4

Desert Sun Public Schools Bilingual Seal Requirements

Bilingual Recognition Seal	Bilingual Honor Seal /Cord
Meet the following course requirements over the course of four years: • Level IV or above in Spanish • 4 credits of English or English as a Second Language • 4 core content credits taught in English • 4 core content credits taught in Spanish	Meet the following course requirements over the course of four years: • Level IV or above in Spanish • 4 credits of English or English as a Second Language • 4 core content credits taught in English • 4 core content credits taught in Spanish
*Core content credits include Mathematics, Science, and Social Studies.	
Assessments	Assessments
Pass with the following scores on both the English and Spanish DSPS District Assessments: • Reading – 70% • Writing- minimum score of 3 • Oral Interview- minimum score of 3	Pass with the following scores on both the English and Spanish DSPS District Assessments: • Reading – 70% • Writing- minimum score of 3 • Oral Interview- minimum score of 3
Grade Point Average Requirement	Grade Point Average Requirement
Meet 2.5 Cumulative Grade Point Average	Meet 3.5 Cumulative Grade Point Average
Teacher Recommendations	Teacher Recommendations
Submit 4-6 Teacher Recommendation forms	Submit 4-6 Teacher Recommendation forms
Notes: 1) The DSPS Bilingual Seal assessment requirements become effective for the 2008-2009 incoming freshmen. Schools have the option of implementing these DSPS Bilingual Seal assessment requirements with students who entered their school prior to the 2008-2009 academic year. 2) Students must pass all three components of the DSPS Bilingual Seal assessment to receive the district bilingual recognition seal or the district bilingual honor seal on their diploma (Desert Sun Public Schools, 2014).	

(Source: Desert Sun Public Schools, 2014)

A maintenance, or heritage, language program was also created to assist students whose native language is Spanish, but who, because of external realities, have lost their functionality in Spanish. This program's mission is to revive these students' ability to read, write, and speak in a second language; in most cases, this is the student's native language.

This strand of the program also serves as a foreign language option for a small segment of the student population.

Finally, a comprehensive English as a Second Language (ELL) Program was established to assist in the English language development of the large population of English language learners (see Table 5). During the 2013-2014 school year AHS had 268 and PHS had 238 ELL students on their campuses (Desert Sun Public Schools, 2014). This program evaluates student ACCESS (New Mexico English Language Proficiency Assessment) scores and assigns them to the appropriate ELL class. This ELL class is also complemented with a reading strategies class or a regular grade-level English class, depending on the ACCESS score of the student. In addition, a Spanish Language Arts class and one content class in Spanish is added to their schedule.

Table 5

English Language Learner Course of Study

Grade	Course of Study

9th Grade	1) Appropriate ELL Class & Reading Class:
	   a. ELL I & II + Read 180
	   b. ELL III & IV + English 9
	 2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	   a. NM History/Health,
	   b. Biology
	   c. Physical Education
	 3) The following classes will be taught in Spanish to maintain integrity of Native Language:
	   a. Algebra I (Bilingual)
	   b. Spanish Language Arts I

Grade	Course of Study

10th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 10
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Chemistry
	  b. World History
	3) The following classes will be taught in Spanish to maintain integrity of Native Language:
	  a. Geometry
	  b. Spanish Language Arts II
	4) One Elective

11th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 11
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Physics
	  b. U.S. History
	3) The following classes will be taught in Spanish to maintain integrity of Native Language*:
	  a. Algebra II (Bilingual)
	  b. Spanish Language Arts III or AP Language Arts
	4) One Elective

12th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 12
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Appropriate Math Class,

Grade	Course of Study

10th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 10
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Chemistry
	  b. World History
	3) The following classes will be taught in Spanish to maintain integrity of Native Language:
	  a. Geometry
	  b. Spanish Language Arts II
	4) One Elective

11th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 11
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Physics
	  b. U.S. History
	3) The following classes will be taught in Spanish to maintain integrity of Native Language*:
	  a. Algebra II (Bilingual)
	  b. Spanish Language Arts III or AP Language Arts
	4) One Elective

12th Grade	1) Appropriate ELL Class & Reading Class:
	  a. ELL I & II + Read 180
	  b. ELL III & IV + English 12
	2) The following classes will be taught in English with a Sheltered/Differentiated Approach:
	  a. Appropriate Math Class,

Grade	Course of Study
	b. Appropriate Science class
	3) The following class will be taught in Spanish to maintain integrity of Native Language:
	a. Government/Economics
	b. AP Spanish V Lit.
	4) One Elective

(Source: Desert Sun Public Schools, 2014)

The aforementioned program design (Table 5) attempts to articulate a course of study aimed at creating a rigorous pathway toward graduation. Like many programs or initiatives, teacher leadership is indicative of the overall success or failure. An understanding of the complexities that lie within bilingual program models by the teaching staff is essential. The ability for the teaching staff to set high expectations for linguistic balance and insist that the English and Spanish portions of programming support each other (as opposed to contradict) is critical. In addition, teacher leadership is necessary in ensuring that English language and content teachers see themselves as part of the bilingual program (Collier & Thomas, 2009). Truly successful bilingual programs attempt to foster academic, cultural, and linguistically strong students that will be competitive on standardized testing and retention in high school and college. Thus, they become contributors to the overall society.

Purpose and Significance of the Research Study

Bilingual education program models at the high school level are scarce, especially in the United States of America. This is also true in the research and literature. There is, however, a great deal of evidence that students who master two or more languages demonstrate increased proficiency and performance on standardized tests (Myles, 2003). There is also evidence that the skills Bilingual and TESOL (Teaching English to Speakers of

Other Languages) endorsed teachers obtain because of their teacher preparation programs lead to an increased ability to reach their students' diverse learning needs (Myles, 2003).

I was interested in the creation and implementation of the bilingual program at both high schools. Specifically, I was interested in school culture and how teacher outlook/practice continue to evolve based on the implementation of a comprehensive bilingual program for Altura High School and Parkland High School. Undoubtedly; the instructional culture of these schools has changed, I wanted to consider how.

Research Question

What impact did the implementation of a comprehensive bilingual program at Altura High School and Parkland High School have on school culture and teachers' perceptions and practices?

Sub-Questions

What impact does a comprehensive bilingual program have on the academic outcomes of students?

What organizational change does the implementation of a rigorous (college preparation) bilingual program create on a high school campus?

Limitations and Delimitations of the Study

Potential limitations to this study include, but are not limited to, the fact that this study only takes into account the individual data, experiences, and realities of two schools and its personnel. The demographics of these urban comprehensive high schools are unique to this individual location; therefore, the findings are potentially restricted or narrow. In addition, the fact that there is very little research or literature in this specific area poses a challenge and creates potential limitations to this research study.

Another limitation to this study is that it focused primarily on two high schools that are built around bilingual programs centered in the Spanish and English language. Although this is primarily New Mexico's context, there are other bilingual programs built around other languages. Those were not considered in this study.

Aside from the fact that this research study will contribute to the field, delimitations include the ability for this study to 1) capture the evolution of school culture and teacher outlook/practice when establishing or implementing bilingual programs at the high school level, 2) critically analyze the role of equitable instructional practices, and 3) assess the impact such programs have on overall academic achievement and educational attainment of students.

New Mexico has lived through a lively and comprehensive history of sweeping, turbulent, and inspiring stories that make up the educational experiment this Land of Enchantment has endured. For centuries, the diverse peoples of this land were born into rich traditions and customs and were bred to compete for survival. Today, this statement is true more than ever and preparing New Mexico's youth for the challenges of the future is essential. This study may serve as a vehicle for the evaluation and consideration of the preparedness of New Mexico's youth for the rigors of post secondary education based on their participation in bilingual programs while in high school.

Chapter Two

Literature Review

Bilingual education has a long history in the United States of America. Tracing back to 1839, Ohio became the first state to adopt a bilingual education law, authorizing German-English instruction at parents' request (Mondragón & Stapleton, 2005). Not too long after, Louisiana enacted an identical provision for French and English in 1847, and the New Mexico Territory did so for Spanish and English in 1850 (Mondragón & Stapleton, 2005). By the end of the 19th century, about a dozen states had passed similar laws.

During World War I, fears about the loyalty of non-English speakers, and of German-Americans in particular, prompted a majority of states to enact English-only laws designed to assimilate or "Americanize" these groups. By the mid-1920s bilingual schooling was largely dismantled throughout the county (Mondragón & Stapleton, 2005). In 1968, "during an era of growing immigration and an energized civil rights movement," the U.S. federal government passed the Bilingual Education Act" (Mondragón & Stapleton, 2005, p. 33). Most states followed the lead of the federal government, enacting bilingual education laws of their own or at least decriminalizing the use of other languages in the classroom" (Mondragón & Stapleton, 2005, p. 47).

Language Acquisition

Strong bilingual programs recognize that language acquisition, primary language and culture, and brain research all play important roles in the success and proficiency of students in both languages. Language is developed or acquired from social interaction and through Vygotsky's zone of proximal development (Daniels, 2001). Language is also acquired through participation in interactive/experimental/critical approaches (Freire, 2000), and

finally language is also acquired through cooperative learning and active engagement (Crystal, 1995).

The ability for schools and programs to support primary language and culture is essential to the overall academic outcomes of students. Additive versus subtractive bilingualism (Wong-Filmore, 2001), strategies to support culturally competent instructional practices (Cummins, 1996) and home-school interaction (Ada & Savadier, 2002) are all critical in the establishment of a strong program (Banks, 2012).

Brain research is also important when considering comprehension and language proficiency. Metacognition (Costa & Sebastian-Galles, 2014), patterning and connected learning (Sawyer, 2006), thinking maps (Wolfe, 2010), multiple intelligences (Gardner, 1999), and brain rules (Medina, 2008) are all important components in the ability of a student to achieve proficiency and success in language (Banks, 2012).

When children arrive in school, they experience a different linguistic world. They meet for the first time children from unfamiliar regional, social, and ethnic backgrounds, whose linguistic norms differ greatly from their own. They also encounter a social situation in which levels of formal and informal speech are carefully distinguished, and standards of correctness are emphasized (Contreras, 2011; Delpit, 2012; Duncan, 2011). They learn in an educational setting the linguistic skills of reading, writing, and spelling. For the first time, they find themselves talking about what they are doing; they are learning a "language for talking about language" or metalanguage (Crystal, 1995; Myles, 2003). The skills students gain from within these new contexts makes grappling with second language acquisition easier for a bilingual child (Collier & Thomas, 2009; Crystal, 1995; Garcia, 2009; Myles, 2003; Ovando, 2003).

Vygotsky (Daniels, 2001, p. 61) explained that being able to express the same thought in different languages enables the child to "see his/her language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his/her linguistic operations." Bilingual children's ability to use two languages makes language structures more visible as children have to organize their two language systems. It is as if bilingualism provides x-ray vision, allowing the children to conceptualize underlying structures and to incorporate them into one functioning communicative system (Collier & Thomas, 2009; Crystal, 1995; Garcia, 2009; Myles, 2003; Ovando, 2003). Thus, bilingual children develop a more analytic orientation to language, in other words, greater metalinguistic awareness or ability to treat language as an object of thought (Collier & Thomas, 2009; Crystal, 1995; Garcia, 2009; Myles, 2003; Ovando, 2003).

There are many cognitive advantages to being bilingual (Garcia, 2009; Myles, 2003). Bilingualism has been linked to better performance in a number of skills, for instance, better listening perception and more flexible approaches to problem solving. Bilingual children seem to recognize earlier than monolingual children that language is symbolic. In addition, bilingual children must learn two different systems of grammar. For many children this makes them more skilled at interpreting language and manipulating grammar to communicate clearly. Bilingual children often demonstrate a greater sensitivity to subtle differences in meaning than monolingual children of the same age, perhaps as a result of their more sophisticated ability to analyze the nuances of word choice and grammar (Garcia, 2009; Myles, 2003; Ovando, 2003).

At a more fundamental level, Wong-Fillmore (2001) often emphasizes the importance of language in conveying to children values, beliefs, understandings, or wisdom about how to

cope with life. Wong-Filmore (2001) also stresses that in addition to knowing more than one language, and assisting in passing on one's family heritage, many parents are interested in the impact bilingualism has on a child's developing brain. The current research clearly points to cognitive advantages for bilingual children (Collier & Thomas, 2009; Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Medina, 2008; Sawyer, 2006; Wolfe, 2010). These advantages include early reading, improved problem solving-skills, and higher scores on the SATs, including the math section. Bilingualism can also enable children to experience more than one cultural perspective of the work and enhance children's later opportunities in higher education, prospects of employment, and strengthen family ties (Collier & Thomas, 2009; Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Medina, 2008; Sawyer, 2006; Wolfe, 2010).

Halliday's (1993, p. 93) research on this topic supports Myles' (2003) theory of childhood language acquisition:

Despite the fact that educational knowledge is massively dependent on verbal learning, theories of learning have not been specifically derived from observations of children's language development. But language development is learning how to mean; and because human beings are quintessentially creatures who mean (i.e., who engage in semiotic processes, with natural language as prototypical), all human learning is essentially semiotic in nature. We might, therefore, seek to model learning processes in general in terms of the way children construe their resources for meaning- how they simultaneously engage in "learning language" and "learning through language. A number of characteristic features of language development, largely drawn from systemic-functional studies of infancy, childhood, and early

adolescence, offer one possible line of approach towards a language-based interpretation of learning.

When children learn language, they are not simply engaging in one kind of learning among many; rather, they are learning the foundation of learning itself (Sawyer, 2006). The distinctive characteristic of human learning is that it is a process of making meaning – a semiotic process; and the prototypical form of human semiotics is language. Hence, the ontogenesis of language is at the same time the ontogenesis of learning (Collier & Thomas, 2009; Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Halliday, 1993; Medina, 2008). This research is drawn from direct observations of 1) children's spontaneous language in the home and neighborhood, 2) their use of language in construing common sense knowledge and enacting interpersonal relationships, 3) their move into primary school, and the transition into literacy and educational knowledge, and 4) their subsequent move into secondary school and into the technical knowledge of the disciplines (Collier & Thomas, 2009; Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Halliday, 1993; Medina, 2008).

Whatever the culture they are born into, in learning to speak, Halliday (1993, p. 93) explained, children are learning a semiotic that has been evolving for at least ten thousand generations. Furthermore, he stated:

> In some cultures, including those comprising the Eurasian culture band, during the past hundred generations or so the nature of this semiotic has been changing. A new form of expression has evolved, that we call writing, and following on from this a new, institutionalized form of learning that we call education. Children now learn language not only in home and neighborhood but also in school; and with new modes

of language development come new forms of knowledge, educational knowledge as distinct from what we call common sense. At the same time, the process of language development is still a continuous learning process, one that goes on from birth, through infancy and childhood, and on through adolescence into adult life. (1993, p. 10)

Most theories of learning, including those that take into account language learning, come from outside the study of language (Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Halliday, 1993). They tend either to ignore language development, or to treat it as just one learning domain; and sometimes they take on board preconceptions about the nature and history of language that are quite remote from reality. "If we try to translate such theories into practice, into activities in which language is involved (and these include all educational activities), we may seriously miss the mark. Language is not a domain of human knowledge (except in the special context of linguistics, where it becomes an object of scientific study); language is the essential condition of knowing, the process by which experience becomes knowledge" (Costa & Sebastian-Galles, 2014, p. 74).

The overwhelming stance of researchers in the area of language acquisition on learning theory supports the use of natural data, "that is, language that is unconscious, not self monitored; in context, not in a vacuum; observed not elicited" (Halliday, 1993, p. 13). By allowing subjects to manipulate language in a non-artificial content, it is possible for the observer to achieve a more accurate picture of the use of language in an organic environment (Contreras, 2001; Costa & Sebastian-Galles, 2014; Gardner, 1999; Halliday, 1993).

Opposing Viewpoints of Bilingual Education

Throughout recent history, there have been many attempts to discredit the validity of bilingual programs in the United States. For example, Porter (1998, p. 68) has been a prominent critic who claims that, "In simplest terms, bilingual education is a special effort to help immigrant children learn English so that they can do regular schoolwork with their English-speaking classmates and receive an equal educational opportunity." She also claims that bilingual education is an "experiment" (Porter, 1998). Other individuals who contributed to the anti-bilingual education movement included Baker (i.e., Proposition 227 in California in 1998 and 203 in Arizona in 2000) and Unz (2014).

Since the early 2000s, despite strong empirical support, a reasonable rationale, and mildly positive public opinion, bilingual education was dismantled in three states, and is slowly dissolving in several others. This is a major attack: The three states that passed anti-bilingual education initiatives enroll 43% of the English language learners in the United States (Cummins, 2004).

There is little evidence that xenophobic attitudes were to blame (Cummins, 2004). Rather, the voting public was ignorant of the nature and effectiveness of bilingual education, and the profession made no organized effort to inform the public about bilingual education or to respond to attacks during the campaigns. This has resulted in more negative views of bilingual education. The cure is better communication with the public, more focused research efforts, and continued improvement of existing programs (Cummins, 2004).

In a report funded by the Carlos H. Cantu Hispanic Education and Opportunity and Endowment (2014), it is noted that debates around bilingual education are as much political as they are pedagogical. Proponents and opponents of bilingual education argue that it is

affecting Latino dropout rates; with proponents arguing that bilingual education is a cure for the dropout problem and opponents arguing that it is a cause. The report tests these arguments by comparing two types of programs geared toward limited English proficient (LEP) students, English as a second language (ESL) and bilingual programs. Using data from Texas, the report (2014) presents evidence for either proponents or opponents of bilingual education. That is, there is no evidence that bilingual education programs, compared to ELL programs, either help or hurt the Latino dropout problem. However, the Latino dropout problem appears to be, in part, a function of LEP students not being served by either ESL or bilingual programs. Specifically, Latino dropout rates increase when the number of Latino LEP students who are not served by either ELL or bilingual programs increases. These findings suggest that the important policy decision is not what type of program to use, but instead to ensure that all LEP students are served by some form of English acquisition assistance program (Theobald, 2015).

A noteworthy scholar who publically reconsidered his stance on bilingual education programs in America is Richard Rodriguez (1983). Rodriguez, a Mexican-American Stanford graduate often speaks about his experience as a child only knowing 50 words of English and working toward his mastery of English. He frequently shares his poignant journey of a "minority student" who pays the cost of his social assimilation and academic success with a painful alienation — from his past, his parents, his culture — and so describes the high price of "making it" in middle-class America. Provocative in its positions on affirmative action and bilingual education, his work is a powerful political statement, a profound study of the importance of language ... "and the moving, intimate portrait of a boy struggling to become a man" (Rodriguez, 1983 p. 83).

Dual Language Programming

The extensive longitudinal research conducted by Collier and Thomas (2009) serves as the basis for the design and execution of the comprehensive bilingual programs at AHS and PHS. Their research suggested that one-way and two-way dual language enrichment (not remedial) models demonstrate substantial power to enhance student outcomes and fully close the achievement gap (Collier & Thomas, 2009). They also suggested that Dual Language programs have the power to transform the experiences of teachers, administrators, and parents into an inclusive and supportive community for all (Collier & Thomas, 2009). Their longitudinal study of program evaluation research (spanned over 18 years) was conducted in 23 large and small school districts from 15 different states, representing all regions of the United States in urban, suburban, and rural contexts (Collier & Thomas, 2009).

The findings from one-way and two-way dual language enrichment models of schooling demonstrated the substantial power of dual language programs for enhancing student outcomes and fully closing the achievement gap in second language learners (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009; Wong-Filmore, 2001).

Collier and Thomas's research findings over an 18-year period focused on English Language Learners' (ELL) outcomes in one-way and two-way, 50:50 and 90:10, dual language models, including heritage language programs for students of bilingual and bicultural ancestry who are more proficient in English than their heritage language (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009; Wong-Filmore, 2001).

These findings clearly demonstrate that students who participate in this enrichment (not remediation) model of education out-perform their monolingual peers on standardized tests.

Collier and Thomas (2009) also clearly differentiated between enrichment and remediation. Simply put, their study suggested that enrichment models assist in fully closing the achievement gap while remediation programs only partially close the gap. Collier and Thomas (2009) stated, "Once students leave a special remedial program and join the curricular mainstream, we find that, at best, they make one year's progress each school year (just as typical native English speakers do), thus maintaining but not further closing the gap. Often, the gap widens again as students move into the cognitive challenge of the secondary years where former ELLs begin to make less than one year's progress per year" (p. 137). In summary, they suggested that remedial programs, which offer "watered down" instruction in a "special" curriculum focused on one small step at a time, dual language enrichment models are the curricular mainstream taught through two languages (Collier & Thomas, 2009).

Garcia (2009) has also conducted several studies (domestic and international) that illustrated the power of bilingual education in the K-12 classroom. She argued the use of the home language in educating language minority students throughout the world is often fraught with controversy. However, she claimed educating students bilingually is the most effective way to provide these students with an equitable education that is highly challenging intellectually and academically (Garcia, 2009).

Teacher Identity and Positionality

Teachers often ask themselves, "Who am I professionally, and how are my personal and professional identities the same or different?" The answer may have even greater impact than what one might think, since teachers' identities coincide with those of their students in significant ways. A teacher's identity development is more complicated than just who she or he is in the classroom. Lasky (2014) explained, "What individuals believe, and how

individuals think and act is always shaped by cultural, historical, and social structures..." (p. 13). Teachers' identities, actively or passively, influence the academic development and individual identities of their students (Lasky, 2014). How teachers perceive themselves in bilingual programs is as important as how the students see themselves.

There are, however, cultural, linguistic, academic, and social issues that are rarely, if ever, discussed in professional development contexts to help teachers understand their own identity in an intentional and productive manner. Identity and, even more precisely, a teacher's positionality about language and identity have a direct effect on secondary emergent bilingual students' biliteracy and identity development (Lasky, 2014).

To define these concepts, I use Alcoff's (1993) explanation of these terms where positionality is a marker defined by race, gender, and class that directly infuses itself into the development of one's identity. Maher and Teatrealt (1993, p. 118) argued, "The fashioning of one's voice in the classroom is largely constituted by one's position there. The race and gender of the teacher, as well of the make-up of the class, will affect the intellectual focus." It is imperative that teachers comprehend this phenomenon and how it pertains to the development of literacy for students and, to be more specific, the bi-literacy development of high school students in and out of bilingual programs. The implication of an awareness of personal identity is a controversial topic today; the link between language and identity has constructed a larger picture for teachers and students in bilingual programs (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009; Wong-Filmore, 2001). Language practices are ever evolving in the United States; therefore, the need to turn to other Spanish speaking countries as a guide for this conversation is lessening. Thus, a new identity and positionality for bilingual educators is emerging (Garcia, 2009).

Sociolinguistics

As teachers strive to understand their identity and positionality in relationship to their professional practice in a bilingual classroom or school it is essential that they understand the complexities of sociolinguistics (Crystal, 1995). Sociolinguistics analyzes the many ways in which language and society intersect. Specifically, sociolinguistics examines the interplay of language and society, with language as the starting point (Crystal, 1995). The nature of sociolinguistics challenges teachers to grapple with its meaning and how it impacts students and their learning, especially when others exhibit prejudice toward bilingual programs and question their very existence. It is important to examine what this means for student learning and development and how teachers might respond to the hostility they experience because they work in bilingual programs and are usually bilingual themselves.

As students develop and realize their own language identity, they will also struggle with the sociological, psychological, and anthropological insights of how their language and society intertwine (Crystal, 1995). These insights can be overwhelming for a young person as they deal with social issues like class, race, religion, status, gender, level of education, and age (Crystal, 1995). In addressing these issues, they will acknowledge or reject their language identity and any subsequent ambiguity. As a consequence, students could opt in or out of such language (bilingual) programs. Eventually, students will determine (consciously or unconsciously) whether they will "remain or become" (Roberts, 2001).

Roberts' (2001, p. 1) study is "an analysis of the ambiguity of education, the losses and gains that are its consequences, the lingering doubts about the past, and the questions about what future education can and should serve. It is about asking: Is what the students are learning worth as much as what they are forgetting? How does schooling affect the evolving

process of asserting, renegotiating, and defending an Hispano identity?" By exploring historical factors and ideologies of a particular school within a particular community, Roberts sought to understand community expectations for the school as a fitting place for its children. "The goal is not to generalize from the particular to the universal, but to join others in suggesting that we move away from discussing students in a generic sense and focus instead on looking at them in relation to the community in which they live" (Roberts, 2001, p. 1). In essence, Roberts challenges the reader to consider the implications of students remaining who they are or becoming someone else.

Teacher Professional Development

Proper professional development of faculty within a comprehensive dual language program is essential to the program's success (Bloom, 2007). Bloom (2007) discussed four polarities or themes in the bilingual classroom that she examined. She found that tensions resulted from the fact that people and classes found themselves at different points on each spectrum or dimension. She labeled these themes "student centered versus teacher-centered learning, self-efficacy versus laissez-faire work ethic, communication versus accuracy, and process versus product orientation" (Bloom, 2007, p. 85). Every teacher learns through trial and error. Bloom found it productive to explore the points on the scale that lie between success and failure, which she called tensions. Such tensions may be more apt to surface in a non-traditional (i.e., dual language) classroom, in which traditional expectations (for example, that the class should follow a familiar format) are subverted or thwarted, which may confuse or frustrate students who are more comfortable with a traditional approach (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009).

The first dimension or tension, student-centered versus teacher-centered, Bloom (2007) noted, plays out with different ways of viewing the teacher's role. Is the teacher primarily an expert, or is the teacher primarily a facilitator of student-centered learning? This issue covers power dynamics and expectations that may vary widely within any given classroom. Students' goals and expectations vary, as may their interest in taking responsibility for their own learning. Some may welcome teacher-directed learning, while others resist and subvert it. As noted above, effective dual language programs deal with this tension by allowing student-directed activities with Spanish-language materials. In giving them input over presentation (e.g., enactment, dramatic reading, role-playing), personal involvement increases for some students, which works well in the classroom.

The second issue (Bloom, 2007) centers upon self-efficacy versus a laissez-faire work ethic. This issue concerns taking responsibility for one's own learning by showing initiative, staying on task, and engaging in self-directed learning. On this dimension, off-task behavior is a key issue that the teacher must address, as this can involve wasted instructional time. As with the other tensions, this will be influenced by culture, peer group, and individual personality. For example, some peer groups may stress that it is not "cool" to study too much or to try too hard to succeed in school, which may have a dramatic impact on student motivation to excel in school (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009).

The third issue, communication versus accuracy, has long been debated by teachers of language (as in the whole-language versus skills-and-drills approaches to instruction). Although largely beyond the scope of this study, this dimension is one that the teacher must address, and it is likely to produce tension regardless of the teacher's approach, as students from different backgrounds are sure to have different expectations about and comfort levels

with the teacher's position. A point on this dimension applicable to the specific issues of heritage speakers is: if they miss subtle distinctions between the subjunctive and the indicative, have they truly communicated? Have they been accurate? When is getting the gist enough, and when are subtle distinctions important? The teacher needs to address such questions on a case-by-case basis.

The fourth tension, process versus product orientation, is familiar to writing instructors since the theory of the writing process proposed by the National Writers Project started to transform the approach to teaching writing in 1970 (Bloom, 2007). In the dual language classroom, this tension might be reflected, for example, in what is used to evaluate or grade student performance (Bloom, 2007). How important is the end product (for example, a piece of writing) versus the process in which the student engaged to produce it (e.g., self-directed in-class activities, peer feedback groups)? How self-reflective does the teacher expect the student to be about individual learning tasks and peer-group activities, as well as whole-class activities?

Bloom (2007) sought not to come down on one side or the other of each tension, but to encourage teachers (i.e., dual language teachers) to realize that whatever approach they take in the classroom is unlikely to please or satisfy everyone. However, as Bloom noted, the teacher's goal is not necessarily to make students comfortable. Tensions can cause learners to become more self-reflective about their own learning process, as well as the objectives of learning. Especially for higher-level classes (high school, college, and university), students should be more capable of self-reflection about their own learning and should be capable of becoming more self-directed. Although older students may be more nuanced in their awareness of their own motivations, satisfactions, and frustrations as they reflect on their

own learning process, even students in the early grades can be encouraged to think about the parts of a project that they enjoyed or did not enjoy, as well as the parts that were easy for them or hard for them. However, the teacher must still set boundaries; teachers may consider student suggestions without feeling obligated to follow them (Bloom, 2007; Collier & Thomas, 2009; Garcia, 2009).

Teacher Beliefs/Preparation

Teachers bring with them their frame of reference and experiences to the profession upon their entry. Lortie (1975, p. 65) described it this way:

Teaching is unusual in that those who decide to enter it have had exceptional opportunity to observe members of the occupation at work; unlike most occupations today, the activities of teachers are not shielded from youngsters. Teachers-to-be underestimate the difficulties involved, but this supports the contention that those planning to teach form definite ideas about the nature of the role. Due to this phenomenon that teachers experienced the profession as an observer, teachers teach in the same way they were taught.

Many teachers imitate teaching strategies and behaviors they observed as a student. Additionally, most teachers enter into the profession because they had a positive experience as a student and did well in the education system (Muhammad, 2009). Therefore, strategies used may be "comfortable for the teacher to use, but not necessarily appropriate for individual student learning" (Blakey, 2013, p. 13).

This problem of teaching strategies may also be affected by the limited amount of time teachers spend learning about teaching as a profession. Prior to entering the field as a profession, rather than as a student, teachers have as little as six weeks to a year of practice in

the job during student teaching. This limited amount of time to understand teaching from the teaching standpoint provides teachers little training in the practical work of the teacher. Therefore, teachers use their frame of reference from their sixteen years as a student to understand the profession. This phenomenon also contributes to the widespread notion that 'anyone can teach' (Lortie, 1975).

Teacher beliefs can also have a substantial impact on the "higher or lower" performance of a student. Rosenthal and Jacobson (1968, p. 88) shared this perspective:

> Not only do teachers develop beliefs about classroom strategies and the profession of teaching, they begin forming beliefs about students early in life. As students, teachers began to form beliefs about student learning by observing their peers. As students, they may have experienced grouping by ability, watched students who struggled, or struggled themselves as learners. Therefore, their beliefs around student learning began prior to their first day of teaching. However, these beliefs teachers hold about student learning are crucial to the success of student performance in the classroom. The belief of a teacher can affect a student's self-fulfilling prophecy and lead to higher or lower performance in the classroom.

Teacher preparation and continued professional development are essential in preparing a new generation of teachers to meet the diverse learning needs of the ever evolving and diverse student population. The examination of teacher preparation and education programs is important in order to help determine how their own curriculum and pedagogy can be transformed to meet the needs of all students (Nieto, 2001). This is especially true in light to a number of interrelated policies and practices that may lead to institutional racism and other forms of discrimination. For instance, expectations of student

achievement; curriculum; pedagogy; tracking and ability grouping; testing; and student, teacher, and parent involvement in education may all be overwhelming compliance indicators that may prove to be burdensome for teachers, especially those new to the profession (Bullough, Knowles, & Crow, 1992; Cherubini, 2009; Nieto, 2001).

Teachers and schools are not exempt from the effects of institutional racism and other forms of discrimination present in our society. As we try to shield children from the harmful effects of racism, we live in a society that is stratified by race, gender, and social class division, among others, and these must be taken into consideration in revamping teacher education programs (Bullough et al., 1992; Cherubini, 2009; Nieto, 2001).

Important questions must be posed and addressed within the context of teacher education and professional development. How do teachers grapple with their own biases? How do we prepare teachers to confront racism in their own classrooms? How do we work with future teachers to help them think about what they expect of students and how students' cultural and socioeconomic backgrounds might influence this? How can teacher preparation programs help future teachers develop a critical perspective about curriculum? What types of experiences do future teachers need to help them understand culturally responsive education? How do we help future teachers to involve their students and community in curriculum planning and let go of their own "power" in the classroom (Darling-Hammond, 2003; Guskey, 2000; Nieto, 2001)? These questions and so many more should be taken up by those that deliver teacher education programs and the professional development of teachers already in the profession. Often, veteran educators will speak of these issues in very general terms. For instance, they will simply encourage teachers to obtain their bilingual and or TESOL endorsements in an effort to combat some of these systemic issues or over generalized and

generic cultural proficiency training will be mandated to address these issues at the surface. The reality is that all teachers need the differentiation and scaffolding training that such an endorsement would emphasize, however, the issue is so much deeper and more complex.

Teacher Effectiveness

It is safe to say that everyone, every parent, grandparent, young person and citizen in America would like to have the assurance that all our children are being taught and prepared for college, for future work, and for life in the twenty-first century. In order to achieve this, we need to ensure that those who teach our children incorporate the qualities of effective teaching in their professional lives. In essence, we need every teacher in our schools to be an effective teacher.

Effective teachers (Darling-Hammond, 2003, p. 1) engage students in active learning, 2) create intellectually ambitious tasks, 3) use a variety of teaching strategies, 4) assess student learning continuously and adapt teaching to student needs, 5) create effective scaffolds and supports, 6) provide clear standards, constant feedback, and opportunities for revising work, and 7) develop and effectively manage a collaborative classroom in which all students have membership.

Darling-Hammond (2003, p. 23) argued that teacher qualifications have large effects on student learning, finding that student-learning gains are related to their teacher's strong academic background, quality preparation prior to entry, certification in the field taught, experience (more than three years), and national board certification. In combination, these predict more of the difference in student learning gains than race and parent education combined (Clotfelter, Ladd, & Vigdor, 2007). Thus, policies should strengthen and equalize these features.

Teaching effectiveness can be understood by studying the models of instruction that capture and define what it is that effective teachers know and do...a set of behaviors that effective teachers incorporate into their daily professional practice (Marzano, 2007). These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development (Darling-Hammond, 2003; Marzano, 2007).

In defining effective teaching for the twenty-first century, the teaching and learning models of Danielson (2009) and Marzano (2007) are prominent in many United States schools. Both of these models of instruction incorporate research findings of effective teaching past and present. Danielson (2009, p. 147) outlines measures relating to effective teaching organized into four domains, each with several observable teacher behaviors: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Marzano (2007, p. 7) articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design including: establishing learning goals, students interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectation for students, and effective, standards-based, formative and summative assessment practices which use multiple measures of students' proficiency.

It is this alignment of practices in schools and school districts where we need to improve if we are to reach the goal of having effective teaching in every classroom.

Danielson (2009, p. 38) created a model of effective teaching that "identifies those aspects of a teacher's responsibilities that have been documented by empirical studies and theoretical research as promoting improved student learning." Danielson emphasized the interconnectedness of a teacher's decisions, experiences and behaviors on her effectiveness with her students and her growth and development in teaching skills. Danielson's framework identifies flexible domains that can be applied in different classroom settings, subject matters or with different ages of students.

Additional efforts to enhance teacher effectiveness include the alignment of teacher hiring practices, mentoring, expanding the career opportunities of teachers, professional development and performance evaluation in a continuum of professional practice that will offer schools and school districts their own framework that creates consistency and the common promotion of effective teaching (Danielson, 2009; Darling-Hammond, 2003; Marzano, 2007). The alignment of these systems and tasks focused on student learning and effective teaching should guide the ways teachers are selected, the ways they are mentored, the ways through which their skills are developed during the course of their careers and the manner in which their performance is evaluated (Danielson, 2009; Darling-Hammond, 2003; Marzano, 2007).

School Culture

School culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a

school embraces and celebrates racial, ethnic, linguistic, or cultural diversity (Scheurich & Skrla, 2003).

Like the larger social culture, a school culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional history (Bullough et al., 1992; Cherubini, 2009; Flores, 2004). Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded (Bullough et al., 1992; Cherubini, 2009; Flores, 2004).

School cultures can be divided into two basic forms: *positive cultures* and *negative cultures* (Olebe, 2006; Peshkin, 1997; Valverde, 2012). Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following list is a representative selection of a few characteristics commonly associated with positive school cultures (Olebe, 2006; Peshkin, 1997; Valverde, 2012):

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.
- Students and staff members feel emotionally and physical safe, and the school's policies and facilities promote student safety.

- School leaders, teachers, and staff members model positive, healthy behaviors for students.

- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.

- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.

- Important leadership decisions are made collaboratively with input from staff members, students, and parents.

- Criticism, when voiced, is constructive and well intentioned, not antagonistic or self-serving.

- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.

- All students have access to the academic support and services they may need to succeed.

Teachers who are new and entering the profession are confronted with many challenges that will ultimately determine if they stay in the profession long term. It is very important that teachers are supported through their initial years in the field of education as to ensure that students are positively served long-term. Bilingual programs only exist and thrive based on people (i.e. teachers) that make them up. Thus, it is critical to nurture and support new teachers to become experienced contributors to such programs. This is essential to ensure student growth and achievement (DuFour & Eaker, 1998; Marzano, 2007).

Poverty

One of the many challenges that teachers and schools face is the role that poverty

plays in a student's ability to learn and be authentically present while in school. There is also

a relationship between poverty and language, especially since society often associates a

language with poverty (Reardon, 2011). Reardon examines "whether and how the

relationship between family socioeconomic characteristics and academic achievement has

changed during the last fifty years (p. 1)." In particular, he investigates "the extent to which

the rising income inequality of the last four decades has been paralleled by a similar increase

in the income achievement gradient. As the income gap between high- and low-income

families has widened, so has the achievement gap between high and low income families"

(Reardon, 2011, p. 1). In fact, the achievement gap between children from high and low

income families is thirty to forty percent larger among children born in 2001 than among

those born twenty-five years earlier. It appears that the income achievement gap has been

growing for at least fifty years (Reardon, 2011).

A question that Reardon poses is whether the trend in the income achievement gap is

driven by the changing racial and ethnic composition of the U.S. population. He found that

the income achievement gap grew within the white, black, and Hispanic student populations

separately, as well as within the population as a whole. For whites and Hispanics, the

income achievement gap appears relatively stable through the mid-1970s and begins to grow

rapidly thereafter; for blacks, the gap appears to grow steadily from the 1940s through 2001

(Reardon, 2011, p. 11).

Rarely do poor students choose to behave differently, but they are faced daily with

overwhelming challenges that affluent children never have to confront, and their brains have

adapted to suboptimal conditions in ways that undermine good school performance (Jensen, 2009). Children raised in poverty cope with four risk factors on a daily basis: emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Combined, these factors present an extraordinary challenge to academic and social success. This reality does not mean that success in school or life is impossible. On the contrary, a better understanding of these challenges points to actions educators can take to help their less-advantaged students succeed (Jensen, 2009).

Professional Learning Communities

Many of the aforementioned issues are realities that teachers in our schools today are ignoring or dealing with head on. In the Desert Sun Public Schools, professional learning communities (PLCs) are established in every comprehensive high school for teachers to engage each other and consider best practices (Desert Sun Public Schools, 2014). Ideally, the characteristics of professional learning communities are shared mission, vision, values, and goals, collaborative teams focused on learning, collective inquiry into "best practice" and "current reality", action orientation/experimentation, commitment to continuous improvement, and results orientation (DuFour & Eaker, 1998, p. 3). Fundamentally, PLCs foster the belief that "all students learn versus all students are taught" (DuFour & Eaker, 1998, p. 3).

To ensure that processional learning communities are functional and effective, collaboration is essential. If schools are to improve, staff must develop the capacity to function as professional learning communities. If schools are to function as professional learning communities, they must develop a collaborative culture. If schools are to develop a collaborative culture, they must overcome a tradition of teacher isolation. If schools are to

overcome their tradition of teacher isolation, teachers must learn to work in effective, high-performing teams (DuFour & Eaker, 1998).

Traditionally, schools function under generic terms such as, all students can learn. In PLCs, teachers are forced to clarify what students will learn (DuFour & Eaker, 1998, p. 77). This may include the creation of multidisciplinary units of student, curriculum mapping, and vertical and horizontal articulation. Traditionally, teachers are willing to collaborate, but not about student performance. In PLCs, teachers must consider how will they know if students are learning. The use of data specific to teachers may be considered in this area. Often, this can be thought of as threatening and will undoubtedly take some getting used to. Traditionally, teachers have worked in large "work groups." In PLCs, teachers will consider how they will respond when students do not learn. Frequently, this may include common grading exercises (DuFour & Eaker, 1998, p. 77).

Role of Leadership/Principal

While there are many challenges and benefits to collaboration and professional learning communities, the argument can be made that the role of the leadership of principal will determine the level of success of these functions on a school's campus (Leithwood, Louis, Wahlstrom, Anderson, Mascall, & Gordon, 2004). Effective principals, who are leaders, will expect equitable and excellent practices to be the standard in their buildings (Anderson, 2009; Bolman & Deal, 2008; Flores, 2004; Henze, 2002; Scheurich & Skrla, 2003). This means that the school will be one where all students achieve high levels of academic success, regardless of any student's race, ethnicity, culture, neighborhood, income of parents, or home language (Anderson, 2009; Bolman & Deal, 2008; Flores, 2004; Henze, 2002; Leithwood et al., 2004; Scheurich & Skrla, 2003).

The role of the principal is to set the vision for the school and to support teachers in their quest in making that vision a reality. Standards and curriculum, instruction and classroom climate, accountability and appropriate data usage, using data to uncover and erase systemic inequities, continuous improvement, and working to ensure deep collaboration with teachers, parents, and community is fostered also are all functions the principal or leader must actively work to facilitate (Anderson, 2009; Bolman & Deal, 2008; Flores, 2004; Henze, 2002; Leithwood et al., 2004; Scheurich & Skrla, 2003).

While these functions or roles may seem specific and straightforward, achieving a high level of authentic success in these areas can be challenging. This can be especially true when strong and distinct factions or groups of teachers with differing viewpoints or philosophies may attempt to derail the work at hand (Contreras, 2011; Henze, 2002; Lortie, 1975). In this case, a possible group of detractors may be non-bilingual teachers who look at bilingual education as a remedial or non-rigorous program. What does a principal do in that case? Principals must continually strive to encourage teachers to understand that relationships and connecting in authentic ways with students is critical. Good principals recognize that good teachers figure out how to relate to kids in authentic ways – despite differences of class, race, or gender, and without giving away their authority as teachers (Anderson, 2009; Bolman & Deal, 2008; Flores, 2004; Henze, 2002; Scheurich & Skrla, 2003).

Working in collaboration with stakeholders to set a mission and vision for a school is among the most important roles of an effective educational leader (Leithwood et al., 2004). The ability to see that mission and vision come alive on a school's site or campus is only possible if the leader of the school is committed the work at hand. "The most important

characteristic of a leader – whether a principal, teacher leader, counselor, or custodian – who is creating or who is going to create an equitable and excellent school is that this person has developed a strong ethical or moral core focused on equity and excellence as the only right choice for schools in democracy. For this person, this is an indomitable belief, an indomitable commitment" (Scheurich & Skrla, 2003, p. 76). This excellence in leadership can be achieved by realizing that the work cannot be done alone. Any good principal or leader must realize that they need allies who share these commitments and are willing to stand alongside them. These allies must also build networks with each other in an effort to build capacity and capital inside and outside of the organization or school. These people will stand for academic excellence. Finally, always treat every human being with respect and appreciation. This is especially the case when considering the people who may attack you (the leader) personally (Anderson, 2009; Bolman & Deal, 2008; Flores, 2004; Henze, 2002; Scheurich & Skrla, 2003).

A critical component to bear in mind when considering bilingual programs is the role of the principal and his/her background and preparation. Menken and Solorza (2014) highlighted the importance of school principals in shaping the education of emergent bilinguals and how crucial it is that all administrators be well prepared to educate this population of students. Based on their empirical research conducted in New York City, one of the most multilingual cities in the world, they find school administrators – particularly principals – wield enormous power in shaping a school's language policy and the overall quality of schooling that an emergent bilingual student receives (Menken & Solorza, 2014). While school principals are essential for bilingual education, they found that few actually receive the preparation they need to serve their emergent bilingual students. As is the case in

the vast majority of states in the USA, school administrators in New York are not required to receive any preparation to educate emergent bilinguals in order to obtain state certification (Menken & Solorza, 2014).

A prevalent misconception among the English-only school administrators is that monolingual instruction in English will foster English acquisition and improve performance on tests administered in English (Menken & Solorza, 2014). Accordingly, bilingual education programs fail to teach students English, and think poorly of their school's former bilingual teachers for using too much of the students' home language in instruction. School principals (Menken & Solorza, 2014) also believed that bilingual education programs are more expensive than ELL programs, or else blamed programming costs to mask other underlying concerns. Taking all of these issues together, the administrators showed an overwhelming preference for ELL programs over bilingual education, with transitional bilingual education being the model most commonly targeted for closure (Menken & Solorza, 2014).

By contrast, the administrators and educators in the sample of schools that have continued to provide bilingual education programs were found to be well prepared to work with emergent bilinguals and prioritize the students' needs as central to their school's mission (Menken & Solorza, 2014). Interestingly, the bilingual schools typically met the accountability requirements, which these educators attributed to their provision of bilingual education. Moreover, administrators running long-standing bilingual programs offered an important counter-example of how school leaders who believe in bilingual education and have formal preparation in this area can swim against English-only tides in order to provide home language instruction (Menken & Solorza, 2014).

Effective principals build and increase capacity among their teachers (Scheurich & Skrla 2003). Often, this is done within the framework of critical friends groups, leading or facilitating teacher professional development, and in New Mexico this is also done within the framework of the New Mexico Teach evaluation system.

Principals as instructional leaders play a significant role in facilitating, improving, and promoting the academic progress of students (Leithwood et al., 2004). A litany of characteristics has been identified from research studies on school improvement and instructional leader effectiveness, including high expectations of students and teachers, an emphasis on instruction, provision of professional development, and use of data to evaluate student progress (Guskey, 2000; Leithwood et al., 2004). At first glance, these behaviors appear to be merely a partial list of research findings on effective instructional leaders. Yet when we examined what works with at-risk students, the old adage, "the whole is larger than the sum of its parts," applies to the power these actions have for improving achievement among at-risk students (Leithwood et al., 2004). According to this process, the principal's role is to:

- Support teachers' instructional methods and their modifications of instructional approaches and materials.

- Allocate resources and materials.

- Frequently visit classrooms for instructional purposes.

- Solicit and provide feedback on instructional methods and techniques.

- Use data to focus attention on improving the curriculum or instructional approach to maximize student achievement.

- Use data and faculty input to determine staff development activities that strengthen teachers' instructional skills.

Principals can help make the difference between student success and failure by helping schools build leadership, trust, ownership, and a shared vision of change among school staff; effectively mobilizing district resources to support school change; using data to drive reform in assessing school performance, selecting improvement strategies that meet a school's particular needs, setting high goals, creating strategic plans for improvement, and measuring progress so that the process of change becomes a cycle of continuous improvement; promoting parental involvement and community support by developing partnerships to bolster reform efforts; and stimulating innovation and change by creating high-performance incentives for schools (Graham, 2007). These examples outlined by Graham all illustrate best practices in relationship to effective principals. These traits and practices all demonstrate the fundamental role of the principal and illustrate why it was important that I conducted the interviews.

Policy and School Implications

The call for accountability and academic excellence is nothing new in our schools; in 1965 the Elementary and Secondary Education Act (ESEA) allocated funds to improve educational achievement in low-income areas (Every Student Succeeds Act, 2016). The goal of this funding was to extend resources and benefits to low income and minority children. When ESEA was reauthorized in 2001 as "No Child Left Behind", the use of standardized testing became the measure by which schools became accountable for providing quality education for all students. No Child Left Behind was publicized by President George W.

Bush as landmark civil rights legislation and a potential solution to closing the achievement

gap between White and non-Asian minority students (Buntin, 2014).

In 2011, the US Department of Education offered states the option to waive NCLB

requirements by offering to demonstrate growth in other ways, for example, focus on

improving student learning and increasing the quality of instruction and performance on high

stakes testing based on the Common Core State Standards (Buntin, 2014).

The effort to prepare students for college and career, as well as attempts to close the

achievement gap between White and non-Asian minority students has been the motivation

for the recent sweeping policy changes in public education in the United States (Buntin,

2014). Former Washington, D.C. school chancellor Michelle Rhee was a leader in the

development of national policy that challenged public schools to embrace measures that

would level the playing field for low achieving and marginalized students by removing what

she considered obstacles to such progress. It was Rhee's assertion that quality teachers are

the number one factor contributing to student success in the classroom and that this

contribution could be measured by tracking student performance on standardized tests

(Buntin, 2014).

Rhee believed that better teachers made better students and the most effective way to

determine a teacher's effectiveness was the review of their students' scores on standardized

tests. Rhee's reforms and accompanying ideology received strong financial support from

The Gates Foundation and other corporate entities. These entities, in conjunction with

President Obama's Education Secretary, Arne Duncan, supported the USDOE's creation of

the $5 billion "Race to the Top" program that was "…designed to encourage states to expand

charter schools and institute testing regimes to evaluate teacher effectiveness. Duncan also

encouraged states to band together to create and adopt a set of common education standards, the so-called Common Core. To date, some 45 states and the District of Columbia have complied. The core tenets of education reform—choice through charters, accountability through standardized testing—have never been more ascendant" (Buntin, 2014, p. 77).

Since the mid 2000s, these reforms have met with strong resistance nationwide. One of the leaders in the anti-reform movement is reformer and education historian, Diane Ravich; she previously served as Assistant Secretary of Educational Research and Improvement for the Department of Education under President George H.W. Bush. At the time, Ravich embraced the conservative mantra of standards and choice. However, she lost faith in the so-called reform movement. In 2006, she published *The Death and Life of the Great American School System*, a forceful critique of the idea that choice and accountability could improve school performance. Ravich (2013, p. 117) asserted, "concentrated poverty and racial segregation lie at the heart of failing education policies" and she believes that market based reforms will further cause further damage to the public education system. She emphatically stated, "Liberals, progressives, well-meaning people have lent their support to a project that is antithetical to liberalism and progressivism. By supporting market-based 'reforms,' they have allied themselves with those who seek to destroy public education" (p. 117).

Ravich's concerns have resonated with many education activists, parents and educators who feel that the focus on performance on high stakes tests has created a toxic educational environment in which diversity and creativity are punished, rather than embraced (Ravitch, 2013; White, 2005). Opponents to high stakes tests have expressed concern that the tests do not address the greatest contributing factor to poor academic performance –

poverty (Buntin, 2014; Ravitch, 2013; White, 2005). Because the tests are written and administered only in English and represent a limited cultural and socio-economic perspective, opponents believe that high stakes tests discriminate against poor, minority, special education, and non-English-speaking students (Buntin, 2014; Ravitch, 2013; White 2005). As a result, children who have never traveled, have few books and resources in their homes, or who do not speak English at home cannot be expected to make the same progress or be at the same test level as children whose life circumstances are the opposite. While the ELL student population continues to lag behind the rest of their peers academically, the question remains – How can we ascertain that they are receiving an education comparable to their peers? High stakes tests are one measure, but questions remain about whether they should be the only measure (Buntin, 2014, p. 12).

It is crucial for educators to determine what any test is measuring for ESL students. Generally, when ESL students are taking a standardized test, the results do not reflect the content knowledge of a student, but the English language proficiency. This invalidates the purpose of the test for them. What the students know and can do are two separate things (Menken, 2000).

Some potential solutions include testing ELLs in their native language in order to measure content knowledge or revising tests to remove cultural and linguistic biases. Presently, there are no indications that such a compromise can be reached, leaving the accurate assessment of many ELL students hanging in the balance (Buntin, 2014; Collier & Thomas, 2009; Garcia, 2009).

Implications in New Mexico

According to the New Mexico Public Education Department (2012), there were 328,591 students (kindergarten -12th grade) in the State of New Mexico's public schools during the 2010-2011 school year. Out of those, 20,270 were high school seniors. The benefits of education are substantial in terms of monetary and nonmonetary returns and the education of our state's students beyond the reach of K-12 education is not only important to their future, it is also critical for the future of our state and national economies (Long, 2003; Murnane & Levy, 1996). Therefore, how prepared are our state's high school seniors for higher education?

The pathway to a bachelor's degree involves many milestones (Long, 2003). Two transition/decision points have been proven critical: obtaining a high school diploma and making a successful transition to college. According to the Editorial Projects in Education (EPE) Research Center (2012) nearly 7,000 students dropped out of high school each day in the United States in the year 2007. Furthermore, 1.2 million students did not graduate on time during that same academic school year in the United States.

Long (2003) found that of students who do graduate from high school, about two-thirds subsequently enroll in higher education within two years, but there are huge disparities by income, race, ethnicity, and gender. Once arriving at a college or university, many of these students are not prepared for college-level work and over one-third is therefore forced to first complete remedial or developmental courses before starting to accumulate credits towards postsecondary education (Long, 2003; Winograd, 2011).

Again, according to the New Mexico Public Education Department (2012) the graduating Class of 2010 had a cumulative statewide graduation rate of 67.3%. This is the

percentage of students who graduated on time, which begins when the student is enrolled in the 9th grade. Prior to 2008, rates are the percentage of seniors that graduated by the end of the year. Rates in 2007 and earlier are not comparable to those in 2008 and later. According to the information in Table 6, the highest graduation rate (percentage) belongs to the state's Asian subgroup with an 83.9% graduation rate. All other subgroups (with the exception of Caucasians) trail with 66% or below. American Indians maintain the lowest rate, with just 60.5% of their seniors graduating on time.

Table 6

New Mexico Public Schools' Graduation Rates - Class of 2010

NM Statewide	Category	Student Population	Percentage
NM Statewide	All Students	26,490	67.3%
NM Statewide	Female	12,895	72.0%
NM Statewide	Male	13,595	62.8%
NM Statewide	Caucasian	7,863	75.6%
NM Statewide	African American	616	62.1%
NM Statewide	Hispanic	14,394	64.1%
NM Statewide	Asian	351	83.9%
NM Statewide	American Indian	3,266	60.5%
NM Statewide	Economically Disadvantaged	14,089	61.3%
NM Statewide	Students with Disabilities	5,209	66.0%
NM Statewide	English Language Learners	9,271	60.8%

(Source: New Mexico Public Education Department, 2014)

The graduation percentages in Table 6 are startling and definitely cause for concern. New Mexico is rich in resources, culture, tradition, history, customs, and so much more. The diverse ethnic groups that make up the state's student body are a cause for celebration, however, when we evaluate these students' proficiency rates in Math and Reading based on the 2010-2011 New Mexico Standard Based Assessment we see there is deep cause for concern (see Table 7).

The statistics in Table 7 paint a startling picture. First, we clearly see that New Mexico is a minority-majority state. Therefore, the educational implications and services will undoubtedly be complex in nature. This is due to the fact that commercial educational resources and federally mandated testing are largely presented in English. Secondly, we see that, with few exceptions, the proficiency rate in math and reading drops dramatically from the 3rd grade to the 11th grade. Being that high school students take this state standardized test for the last time as juniors creates cause for concern and raises several questions. For example, if this is their performance on this test, how are New Mexico high school students testing on college entrance exams? Are New Mexico seniors ready to make the transition to college? What are the remediation realities at institutions of higher learning? How competitive are our students for college admission and scholarships (in and out of state)? These questions could be considered indicators that the dual language nature of our population creates a unique set of challenges for New Mexican children, not necessarily present at the same levels in other states.

Table 7

Proficiency Percentages in Math and Reading Based on the 2010 - 2011 New Mexico

Standard Based Assessment

Category	11th Graders Proficient in Reading	3rd Graders Proficient in Reading	11th Graders Proficient in Math	3rd Graders Proficient in Math
All Students (11th Grade)	37.7%	46.5%	31.9%	47.9%
Female	40.0%	50.0%	31.0%	48.5%
Male	35.4%	43.2%	32.8%	47.3%
Caucasian	48.2%	58.3%	44.3%	61.5%
African American	34.2%	45.7%	24.8%	43.2%
Hispanic	33.9%	43.7%	27.3%	44.0%
Asian	38.3%	50.8%	41.5%	58.7%
American Indian	29.9%	33.3%	23.2%	36.8%
Economically Disadvantaged	30.7%	41.8%	24.4%	42.5%
Students with Disabilities	8.2%	17.5%	8.3%	22.5%
English Language Learners	12.6%	31.0%	10.7%	33.5%
Migrant	21.1%	41.2%	15.58%	35.3%

(Source: New Mexico Public Education Department, 2014)

According to the New Mexico Public Education Department, Altura High School

(AHS) earned a letter grade of "B" during the 2013-2014 school year with 45.8% of their

students scoring proficient or advanced in reading and 38.8% scoring proficient or advanced

in math (New Mexico Public Education Department, 2014). AHS maintains an English

Language Learner population of approximately 220 students (total student population is +/-

1,850) and approximately 450 students participate in the Dual Language Program. Finally, the graduation rate for the Class of 2014 at AHS was 63.1%.

The faculty or teaching staff supporting the bilingual program at AHS is made up of 10 bilingually certified teachers and four English as a Second Language (ESL) certified teachers (Altura High School, 2014). Based on information volunteered by these teachers, one scored ineffective, six scored minimally effective, five scored effective, two scored highly effective, and none scored exemplary on the 2013-2014 teacher evaluation cycle.

According to the New Mexico Public Education Department, Parkland High School (PHS) earned a letter grade of "C" during the 2013-2014 school year with 31.57% of their students scoring proficient or advanced in reading and 27.02% scoring proficient or advanced in math (New Mexico Public Education Department, 2014). PHS maintains an English Language Learner population of approximately 382 students (total student population is +/- 1,500) and approximately 750 students participate in the Dual Language Program. Finally, the graduation rate for the Class of 2014 at PHS was 53.4%.

The faculty or teaching staff supporting the bilingual program at PHS is comprised of 11 bilingually certified teachers and four English as a Second Language (ESL) certified teachers (Parkland High School, 2014). Based on information volunteered by these teachers none scored ineffective, four scored minimally effective, eight scored effective, one scored highly effective, one scored exemplary, and three were not evaluated (new teachers) during the 2013-2014 teacher evaluation cycle.

Given many of the realities previously described, educational leaders at these two high schools in the Desert Sun Public Schools began to re-think their course and program offerings. Realizing that the approach to a rigorous and college preparation program was

essential to their students in their movement toward proficiency (and beyond) and their competiveness in the college application/scholarship process, comprehensive bilingual programs were established. Moreover, a conscious effort was made to follow graduates once they left high school as both high schools monitor their students' progress (or lack thereof) in college.

Parkland High School (PHS) began its bilingual program in the fall of 2000 and Altura High School (AHS) began its program in the fall of 2005. Teachers who teach within bilingual programs like the ones at Altura High School and Parkland High School face many challenges, some of which stem from the huge diversity within the community of Spanish heritage language learners. This diversity includes national origin (foreign-born versus American-born, as well as country of origin if foreign-born); generation (if American-born): first, second, or third generation; family language background (Spanish-only, bilingual, or English-only); proficiency in Spanish upon entrance into school, as well as the issues of incomplete acquisition and attrition. Students will also differ in aptitude, motivation, peer group, and expectations about instruction (e.g., the teacher is the expert versus the teacher is the facilitator). The dual language programs at Altura High School and Parkland High School focus on the English and Spanish languages. This is due to the fact that within the communities of these two institutions these two are the primary languages utilized on the day-to-day basis. In these communities, many students are immigrants from Latin American countries, making Spanish their native language. Because dual language programs emphasize the maintenance as well as building of the academic language of students' first language, classes within the two schools mentioned are built upon the concept of advancing the Spanish

academic language, making students not only versatile within their communities but also competitive in a global economy.

Especially as the proportion of the U.S. Hispanic foreign-born or first generation population decreases, language loss is likely to increase. The loss of higher-level facility is a linguistic issue of particular importance in the teaching of Spanish as a heritage language. Potowski, Jegerski, and Morgan-Short (2009, p. 537) concluded that intensified grammar instruction would help heritage speakers. Teachers would do well to add extra drills that focus on easily confused verb forms and reinforce the subtle differences in shades of meaning that can be lost unless the proper use of the subjunctive is encouraged and reinforced. The diversity within the Hispanic population is likely to remain great, so issues are likely to remain complex in maintaining Spanish as a heritage language.

Given the overall demographic and academic reality at the national and state levels, a call-to-action is needed in the educational approach to the evolving linguistically diverse student population. The dual language programs at both AHS and PHS work to provide a rigorous and college preparatory program that will prepare students for the rigors and challenges of post secondary education. As indicated by data, both programs have out performed the state of New Mexico in many areas, including math and reading proficiency and graduation rates. Thus, the implementation of strong (and rigorous) dual language programs is a factor in pushing students to aspire for greatness.

Bilingual education in the United States has been contested and reformulated within varying historical, political, social, and economic contexts over the years. Ideology, policy, and politics have all played a part in the formation of educational policy as it relates to the teaching of language in schools (Ovando, 2003, p. 1). "Changing political, social, and

economic forces, rather than any consistent ideology, have shaped the nation's responses to language diversity" where "language ideology in the United States has shifted according to changing historical events, and the absence of a consistent U.S. language ideology has enhanced the role of symbolic politics—the resentment of special treatment for minority groups" (Ovando, 2003, p. 1).

Summary

In reviewing the literature, there are several themes that manifest themselves when considering bilingual programs in the comprehensive high school setting. For example, through the literature we learn that language acquisition and bilingualism set the foundation for academic success and cognitive development amongst students.

Secondly, we see how policy has an impact on bilingual education programs. We are able to see how bilingual programs can set the stage for a great deal of dialogue and even debate. Walking the fine line between rigor and remediation is a continuous theme that is embedded in the literature. The literature calls us to consider the ways in which these realities impact bilingual students.

School culture, including leadership and best practices in professional development are continuous themes that arise in the literature. The literature is full of examples of how leadership and professional development strategies can lead to a strong and productive school culture. Finally, a fairly new theme in the research is that of teacher identity and positionality. This research encourages the reader to consider how a teacher's outlook influences their approach in the classroom; thus, the consequences for the student can be positive and negative, if not properly acknowledged.

Chapter Three

Research Methods

Purpose and Research Questions

The purpose of this study was to understand the evolution of school culture and teacher outlook/practice in response to the implementation of a comprehensive bilingual program at Altura High School and Parkland High School. I examined the shift or evolution of equitable instructional practices for all students after such programming had been established. In addition, I examined how a comprehensive bilingual program supports academic success among students. Finally, I explored the organizational changes that the implementation of a rigorous (college preparation) bilingual program had on a high school's campus.

The research questions that guided this study were:

What impact did the implementation of a comprehensive bilingual program from Altura High School and Parkland High School have on school culture and teachers' perceptions and practices?

Sub Questions:

1. What impact does a comprehensive bilingual program have on the academic outcomes of students?

2. What organizational change does the implementation of a rigorous (college preparation) bilingual program create on a high school campus?

Qualitative Cross Case Analysis

This qualitative cross-case analysis (case study) explored the outcomes of two high schools with bilingual programs. The study focused on school leaders' (i.e. administrators),

teachers', parents', and graduates' beliefs regarding the bilingual program in which they worked or of which they were a product. I conducted face-to-face, semi-structured interviews in an effort to address the research questions. I then coded and analyzed the data in order to help answer the overarching research questions.

A case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 2002). This bounded system is bound by time and place, and it is the case being studied – a program, an event, an activity, or individuals (Creswell, 2002). Case study research can serve as an explanatory, exploratory, and descriptive research vehicle in understanding the data in an effort to understand the overall study. In addition, case study inquiry copes with technically distinctive situations, with more variables or interest than data points, relies on multiple sources of evidence, and benefits from prior development of theoretical propositions (Yin, 2009).

Cross-case analysis is a research method that can mobilize knowledge from individual case studies. Creswell (2002) and Yin (2009) propose that mobilization of case knowledge occurs when researchers accumulate case knowledge, compare and contrast cases, and in doing so, produce new knowledge. In this cross-case analysis I analyzed data from both cases in order to identify similarities and differences between both schools' bilingual programming. Again, it is essential to point out that there is very little research done on effective bilingual programs at the comprehensive high school level. By identifying similarities and differences, I provided further insight into issues concerning the development, implementation, and maintenance of both high schools' bilingual programs by (analytically) generalizing the case study results.

Semi-structured interviews are conducted with a fairly open framework, which allows for focused, conversational, two-way communication. They can be used both to give and receive information (Yin, 2009). Not all questions are designed and phrased ahead of time. Many of the questions are created during the interview, allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues (Yin, 2009).

Rationale for the Research Design

Throughout United States history, it has been a challenge to justify, and thus establish, strong bilingual programs. This has largely been due to several political and academic implications that have existed (Collier & Thomas, 2009). In this study I considered the experiences and realities of two large (urban) comprehensive high schools in the Desert Sun Public Schools that have attempted to implement high quality bilingual programs as a course of study in their academic institutions. I explored the scope and sequence of their programming, instructional practices built within the programs, and professional development opportunities offered to staff from within and outside the program itself. I was interested in the connectivity, collaboration, and interaction of teachers from within and outside the actual program and how they interacted in an effort to support the same student populations. I considered all of these components within the overarching consideration of how these student participants are succeeding academically based on grade point averages and college admission retention. Furthermore, I was very interested in their eventual admission and retention in post-secondary educational pursuits and how the bilingual program influenced their academic endeavors after high school.

The data I collected through the interview process assisted me in understanding the influence each school has. I explored respondents' perceptions of the bilingual program in

their respective schools. Although I interviewed other stakeholders outside of the teaching faculty, I was specifically interested in teacher (from within and outside the bilingual programs) perspectives on how their bilingual programs have evolved, whether these programs supported student academic progress and how bilingual programs positively influenced student outcomes in higher education. The questions I asked were designed to capture a comprehensive "snapshot" of the respondents' overall perception of the program. The answers to these questions produced a strong comprehensive examination of respondent perceptions.

Context for the Study

I conducted this study at two high schools within the same school district, Altura High School and Parkland High School. AHS is one of the oldest public high schools in the state and PHS is one of the oldest in the city. Both schools maintain a fairly new bilingual program. I analyzed qualitative data from face-to-face semi-structured interviews that I conducted with school leaders (the administrators in charge of bilingual programs), teachers from within and outside the bilingual programs, parent representatives, and recent graduates from both programs.

Role of the Researcher

I had no current, direct affiliation with either high school in this study, however, I do serve as a high school principal in the same school district where both schools are located. The school I serve as an administrator is not part of this study. I am a trained bilingual educator and have worked within bilingual programs in the Desert Sun Public Schools, including at Altura High School earlier in my career.

My role as a building principal had no harmful impact or influence on respondents as the questions that I asked had no bearing on a participant's employment, evaluation, or personal or professional realities or implications. Moreover, the questions I asked for the purposes of this study are similar in nature to questions the principal would pose as the overall instructional leader of the high school. For instance, it is common and a best practice for principals and teachers to reflect on their work in relation to instructional practices, school structures, and instructional programs. This work is typically done within the context of professional learning communities, professional learning or professional development opportunities, and in other small teams or groups (Scheurich & Skrla 2003).

Participants

School leaders (i.e. the administrator in charge of each bilingual program), teachers from within and outside the bilingual departments, parent representatives, and recent graduates from the graduating classes of 2012, 2013, and 2014 from both programs at the two high schools were participants in this study. The unit of analysis was the school.

Instrumentation

Schools with bilingual programs undoubtedly experience an intentional or unintentional dichotomy in their school's culture and academic programming. This is inherent to linguistic and cultural complexities that exist within such a population (Collier & Thomas, 2009; Garcia, 2009). Furthermore, these realities manifested themselves in the bilingual and non-bilingual classroom; therefore, it is important for any bilingual school to address these realities and support their staff and students accordingly. Based upon aforementioned research questions, I developed interview questions to gain insight into how bilingual programs support student achievement and how they complement non-bilingual

programs. In addition, the organizational change, both formal and informal, that a campus

will experience with the implementation of a comprehensive bilingual program was of

particular interest to me.

I developed the questions for the semi-structured interviews and used the following

criteria: Do the questions address the implications that exist between the bilingual and non-

bilingual faculty interaction and collaboration? Do the questions address the instructional

practices within the framework of the bilingual programs structure? Do the questions

address the success of student participants or lack thereof? Do the questions address the

organizational change that the campus endured during the implementation phase of the

bilingual program? See Appendix A for the interview protocols.

I conducted face-to-face interviews to gain a deeper understanding of perceptions

regarding the overall effectiveness of the bilingual program at both school sites the various

role groups. The interviews allowed me to identify themes emerging from the literature

while I considered the varying viewpoints from all respondents.

While face-to-face semi-structured questions in an interview may be targeted and

focused directly on the case study topic, they also provide the interviewer an opportunity to

probe deeper based on dynamics such as, body language, emotion, or emphasis (Creswell,

2002; Yin, 2009). It is critical that bias due to poorly constructed questions, response bias,

inaccuracies due to poor recall, and reflectivity (interviewee gives what interviewer wants to

hear) do not come into play.

Reliability and Validity

Creswell (2002) explains that qualitative researchers, "strive for understanding; that

deep structure of knowledge that comes from visiting personally with informants, spending

extensive time in the field, and probing to obtain detailed meanings" (p. 193). Creswell

(2002) also identifies eight verification procedures that a researcher should use to ensure

reliability and validity:

1. Prolonged engagement and persistent observation: I am a trained bilingual educator

   and have also served as an administrator at three bilingual schools. I have been a

   teacher at a school that implemented a bilingual program during my tenure there. I

   have served in bilingual middle and high schools and have also worked closely with

   seniors who have made their transition from high school to post secondary; therefore,

   I believe I have a strong understanding of the implications surrounding bilingual

   education. I have also taught outside of a bilingual program.

2. Triangulation: I used the sources of data to consider the themes and patterns that

   manifest themselves via the data.

3. Peer debriefing: I reviewed the emerging themes and patterns from the study with my

   professors and committee chair.

4. Negative case analysis: I reviewed these data and my biases with my professors and

   committee chair.

5. Clarifying researcher bias: Throughout data collection and analysis I was cognizant

   that I once was a bilingual teacher and this may influence my interpretation. I also

   strived to ensure that I am "telling the story" by using the respondents' own words

   and stories. Maintaining a journal and writing memos to myself assisted in outlining

   and maintaining accurate records that assisted me in checking my bias on a

   continuous basis.

6. Member checks: I strived to take my findings back to the participants to ensure accuracy and credibility.

7. Rich, thick description: To the extent possible, I have reported the information from the study with detailed narratives to allow readers to interpret the conclusion and transferability based on their own reality. I taped and transcribed the interviews, coded data, maintained research logs, and documented the study in detail.

8. External audit: I had my committee chair and committee members serve as external auditors for the study.

In addition to Creswell's eight verification procedures, I followed Yin's (2009) chain of evidence protocol. This protocol calls for increased reliability by ensuring that an external observer should be able to trace the steps which I used, the report should make sufficient citations of relevant portions, reveal actual evidence and circumstances, and ensure consistency with the protocol (Yin, 2009).

Sample

I used purposeful sampling to determine the selection of the respondents. This strategy allowed me to collect data from representatives, capture heterogeneity of the population, and deliberately examine the respondents (Creswell, 2002). For the purposes of this study I interviewed:

1. The administrator in charge of the bilingual program at each school.

2. Four teachers from PHS, all of whom are part of the bilingual program.

3. Five teachers from AHS, three of whom are part of the bilingual program.

4. Two parents, one from each school.

5. Three students, two from AHS and one from PHS, who recently graduated from the program and are pursuing post-secondary education opportunities.

I was deliberate as I worked to identify and invite individuals to participate in this study. First, I presented the study at meetings with school leaders, faculty, parents, and alumni at both schools. At these meetings, I informed the different role groups of the background and context of the study. I distributed a recruitment flyer at the conclusion of each meeting with my contact information allowing interested parties to contact me to participate. I requested that the study overview with my contact information also go out via email to relevant listservs (i.e. faculty and parents). In addition, I also requested that the study overview with my contact information be posted on each school's website and disseminated in relevant newsletters. These steps made a broader audience aware of the study, as I worked to solicit volunteers.

I also engaged in limited document analysis in an effort to clearly answer the research question. I reviewed district policies regarding bilingual education at the high school level as well as reviewed student achievement data (New Mexico Standards Based Assessment, 2012-2014), graduation rates, and college admission data. I used these data to compare trends at both schools. Specifically, I attempted to compare those students inside versus those students outside the bilingual program models at both schools as well as their college achievement results.

Data Collection

I conducted individual, face-to-face, semi-structured interviews. I collected the data via recording devices/procedures, such as a lapel mike for both the interviewer and the interviewee to ensure clarity. I designed interview protocols (see Appendix A), a form about

four or five pages in length, consisting of the open–ended, semi-structured questions with ample space between the questions to write responses to the interviewees' comments (Creswell, 2002, p. 124). I secured a quiet location, free from distractions to ensure that the location lent itself to audiotaping. Upon arrival at the interview site, I obtained consent, reviewed the purpose of the study, and advised the interviewee about the projected time for the interview. Finally, I discussed how the results from the interview would be used (Creswell, 2002, p. 124). During the interview, I used the prepared questions as the guide, completed the interview within the time specified (if possible), and was respectful and courteous. It was essential that I be a listener rather than a talker in the interview (Creswell, 2002, p. 125).

Human Subjects Protection

This research was only conducted after the approval and consent of the University of New Mexico's Office of the Institutional Review Board to ensure the protection of the rights and welfare of subjects involved in human research, IRB protocol 13-001 (Appendix B). A letter of support from the Desert Sun Public Schools accompanies this study as Appendix C. The consent form for face-to-face interviews (Appendix D) was also approved under IRB protocol 13-001.

Data Analysis

I transcribed all interviews and analyzed them using a reading and coding process (Creswell, 2002). An audio recorder was used during all interviews; therefore, this assisted me in ensuring an accurate recollection of the interviews. In addition, I took notes during the interviews to mark points of emphasis. I developed a label for the themes emerging from the

data collected and then organized them into categories. At this point, I strove to highlight relationships between the categories.

I utilized Yin's (2009) steps for analysis. These steps consisted of examining, categorizing, tabulating, creating a data display, testing, and combining qualitative and quantitative evidence to address initial proportions. Techniques for analysis included pattern matching, explanation building, time-series analysis, logic model, and cross-case synthesis (Yin, 2009). Good analysis should attend to all the evidence (including rival hypotheses), must address all major rival interpretations, address the most significant part of case study, and use of researchers' prior expert knowledge (Yin, 2009). Definitions for these approaches can be found in Appendix E. Finally, a summary of selected document analysis is included in the findings.

Upon completing the interviews and transcription process, I used an active reading strategy to identify information in the text that was relevant to the reading purpose. In this case, the reading purpose was Yin's (2009) steps for analysis. The strategy had three direct marks: numbering paragraphs, underlining, and circling.

Based on the reading purpose (i.e. data analysis), I used marking the text to identify information as I read. I began by numbering the paragraphs. Then, as I identified information that was relevant to the reading task, I underlined or circled this information, which made it easier to locate for notes or data analysis.

A fundamental strategy, marking the text, can be used as a method in data analysis. This process is illustrated in Appendix F. For example, "when students are asked to read arguments, students should underline the author's claims and circle key terms and names of people who are essential to the argument. While reading passages from a textbook, students

should underline information that pertains to the reading purpose and circle names, places, and dates that are relevant to the topic being studied" (AVID Weekly, 2015).

When text is marked purposefully, the researcher can actively engage in making meaning of the text or what the interviewee said. To mark texts effectively, I evaluated an entire passage and begin to recognize and isolate the key information using Yin's (2009) steps for analysis. Once the text was marked, I was able to quickly reference information that pertained to the reading purpose. I used my markings to assist in executing Yin's steps for analysis, pattern building, explanation building, time series analysis, logic models, and cross case synthesis. Numbering paragraphs was also essential for organization (AVID Weekly, 2015).

This reading strategy began by numbering the paragraphs in the section that were going to be read, starting with the number one and numbering sequentially until reaching the end of the text or interview. The writing process included entering the number near the paragraph indentation and circling the number; writing it small enough so that there was room to write in the margin. Like page numbers, paragraph numbers acted as a reference to easily refer to specific sections of the text (AVID Weekly, 2015).

Finally, in an effort to ensure that trends and common themes in the interviews were properly and accurately identified, I summarized the main ideas of each interview using the questions as the defining headings. This process is illustrated in Appendix G. In addition to the aforementioned process, I used Microsoft Word's "find and replace" function to identify trends and common themes in the interviews. I entered key words and phrases into this function and was able to identify the aforementioned characteristics. This function is illustrated in Appendix H.

Limitations

This cross case analysis (case study) only takes into consideration two high schools in the same school district. The transferability of my findings based on this study to other settings can be limited because of the number of locations being considered (two). However, many parts of this study may prove to be useful in the implementation of comprehensive bilingual programs at other high school settings, regardless of the location. Another limitation to this study is that it focused primarily on two high schools that are built around bilingual programs centered on the Spanish and English languages. Although this is primarily New Mexico's context, there are other bilingual programs built around other languages. Those were not considered in this study.

Chapter Four

Findings

Purpose of Study

The purpose of this study was to consider the creation and implementation of bilingual programs at two comprehensive high schools in the same school district. Specifically, I was interested in school culture and how teacher outlook/practice continue to evolve based on the implementation of a comprehensive bilingual program at Altura High School (AHS) and Parkland High School (PHS). Undoubtedly the instructional culture of these schools has changed; I wanted to consider how.

In an effort to understand the aforementioned themes more fully, I developed the following research questions:

What impact did the implementation of a comprehensive bilingual program at Altura High School and Parkland High School have on school culture and teachers' perceptions and practices?

Sub Questions:

1. What impact does a comprehensive bilingual program have on the academic outcomes of students?

2. What organizational change does the implementation of a rigorous (college preparation) bilingual program create on a high school campus?

In reviewing the literature, five themes clearly manifested themselves when considering bilingual programs in the comprehensive high school setting. These themes are: 1) language acquisition and bilingualism set the foundation for academic success and cognitive development; 2) policy and its impact on bilingual education, 3.) rigor and

remediation and its impact on bilingual students, 4) school culture, including leadership and

best practices in professional development; including teacher's identity and positionality, and

5) Student and Parent Voices on Bilingual Education. These themes serve as the framework

for this chapter as I address the research questions.

As part of this study, I engaged in a limited document analysis. Through

communication with departments at the school district level, I was able to request data and

policy information that I review in this chapter. I requested information from these

departments: Counseling, Language and Cultural Equity, Research and Accountability, and

Title I. In addition, as part of this study, I invited the administrators in charge of the

bilingual program, teachers, parents, and graduates of the Classes of 2012, 2013, and 2014 to

participate in semi-structured interviews. Representatives from all stakeholder groups

volunteered to participate in this form of data collection. Table 8 presents a summary of the

participants who took part in semi-structured interviews with me.

Table 8

Participants in Semi-structured Interviews

	Role		School	Overview of Interviewee
1	Giovanni	Administrator	AHS	Thirty-seven years in education as teacher, coach, dean of students, assistant principal, and principal. Has served as principal of current school for nine years. Career has been in same school district at three high schools. Certified to teach Language Arts/English and Speech and Communication.
2	Jane	Administrator	PHS	Over 20 years in education as a Spanish teacher and administrator. Career has been in same school district serving at one middle school and at current high school. Certified to teach Modern and Classical

		Role	School	Overview of Interviewee
				Languages, TESOL, and Bilingual Education.
3	Juan Pablo	Teacher	PHS	Native of Spain and teacher for 30 years. Has taught elementary, middle, and high school in El Salvador, Costa Rica, Puerto Rico, Spain, and the United States. Teaching endorsements are in Social Studies, Modern and Classical Languages, and Bilingual Education.
4	Aregemi	Teacher	AHS	Native of Mexico and teacher for nineteen years. Has taught middle and high school in Mexico and the United States. Teaching endorsements are in Modern and Classical Languages, Mathematics, and Bilingual Education.
5	Cristobal	Teacher	PHS	Native of Cuba and teacher for sixteen years. Has taught middle and high school in Cuba and the United States. Has also taught in adult education programs. Teaching endorsements are in Mathematics, Science, and Bilingual Education.
6	Morena	Teacher	AHS	Teacher for fourteen years. Has taught at the high school level throughout career and is endorsed to teach Family and Consumer Science and Health.
7	Reina	Teacher	AHS	Teacher for twenty-five years. Has spent entire career at same high school. Is endorsed to teach special education and business education.
8	Valeria	Teacher	AHS	Teacher for twelve years. Currently serves as bilingual coordinator. Has taught at the high school level at two high schools in same school district. Endorsed to teach Modern and Classical Languages and Bilingual Education.
9	Paula	Teacher	PHS	Native of Spain and teacher for sixteen years. Entire career at same high school. Endorsed to teach Modern and Classical Languages and Bilingual Education.
10	Linda	Teacher	AHS	Teacher for thirty-five years. Has taught at four high schools in the same school district. Has previously served as a school

		Role	School	Overview of Interviewee
				administrator. Endorsed to teach Languages Arts, Reading, and Adult and Teacher Education.
11	Sylvia	Teacher	PHS	Teacher for twenty-seven years. Entire school career spent at the same high school. Endorsed to teach Science, Health, and Bilingual Education.
12	Melanie	Graduate	PHS	Current student at the University of New Mexico majoring in Finance. Did not receive the bilingual seal while in high school.
13	Jorge	Graduate	AHS	Current student at an Ivy League school majoring in Engineering. Received the bilingual seal while in high school.
14	Tomas	Graduate	AHS	Current student at the University of New Mexico majoring in criminology. Received the bilingual seal while in high school.
15	Carlota	Parent	AHS	Parent of a graduate and two current students of the high school. Children have been part of bilingual programs, grades K-12.
16	María	Parent	PHS	Parent of a graduate of the high school. Child entered bilingual education programs upon entry to high school.

Language Acquisition and Bilingualism - The Foundation for Academic Success and Cognitive Development

Part of any school's mission is to ensure that their students are proficient and able to master the content presented. When adding the bilingual component to the equation, the question of program effectiveness and validity come into question. Academic language, assessment of program effectiveness, the K-12 pipeline, bilingual program models, and educational reform in New Mexico are all aspects that manifested themselves during data collection.

Academic language. I brought up in the interviews the Spanish language and its value as an academic language. Participants at both high schools did not endorse the notion that Spanish was a valued/academic language at their school. Jane, the PHS administrator responded, saying, "I think we still need to sell it." She was referring to the program model (Maintenance of Bilingual Education Program only, vs Dual Language and Maintenance of Bilingual Education Program at AHS) and the need for students at PHS to take Spanish in general. In the State of New Mexico, taking a language is no longer a high school graduation requirement, although, New Mexico is the only "bilingual" state in the union per the state constitution. Valeria, bilingual coordiantor at AHS responded to the same question, saying:

> Yes and no. I think it's becoming more equitable, but there's still a lot of work to do. Even in the students themselves and what they see that they're not able to do, or they'll look at themselves in a deficit manner. We have lots of steps going forward to achieve equity of language in our school. There are still some underlying issues that aren't necessarily addressed because people are afraid to talk about racism, discrimination, and institutional practices that exist. I think most people would just like to just shove it underneath the carpet and not address it.

The teachers' perceptions in relationship to bilingual education and their critical perspectives were similar to those described in the previous research which asserts that langauges other than English are not valued as academic (Bullough et al., 1992; Cherubini 2009; Nieto, 2001; Porter, 1998; Theobald, 2015). Cristobal, a teacher at PHS summarized his perception of bilingual edcuation, saying,

In bilingual education programs, the language development of listening, speaking,

reading, and, writing in both languages are equally valued and equally

maintained. Students are able to communicate with a wide range of communities,

generations and in other social contexts.

Assessment of program effectiveness. Both schools used the English language

proficiency test (ACCESS) to determine the effectiveness of their programming. One

identifier of the success of a Bilingual program is reflected in ACCESS test scores. At AHS,

approximently 43% of their ELL students tested out of English language learnering status

into mainstream English on an annual basis. At PHS, the number stands at approximently

32% annually. There is also a direct relationship between success in a elementary and

middle school bilingual programs and success in high school bilingual programs. These are

not the only indicators of success.

In conduting the document analysis, I found that there is no marker within the student

information system in this school district to categorize or identify students receiving bilingual

services. Thus, secondary data sorting tools are used (i.e. ELL students) to access whether

or not bilingual students are achieving. There are ways to identify students receiving ELL

services as this information is required to be submitted to the state on an annual basis. There

are alternative ways to obtain data on students who may be in bilingual programs, however,

none provide clean or precise data, rosters, or student achievement data. For instance, the

language survey parents must fill out at registration asks if a language other than English is

spoken within the home. Data can also be pulled if a student is taking a Spanish Language

Arts class. There are also data that can be pulled from the annual bilingual application

submitted to the state for funding purposes. None of these methods provide information on

how many hours students are enrolled in bilingual programs, or whether students are in a dual language program versus a maintenance language program. This presents challenges for data collection and also indirectly shows the status of bilingual programs within the school district.

The K-12 pipeline. The focus on the K-12 pipeline was very important at both sites. The emphasis on bilingual programs in the elementary and middle school levels was stressed by both groups of teachers. This theme did not manifest itself in the literature review, nevertheless, it is important to point out that it was overwhelmingly emphasized in the interviews with teachers and administrators at both schools. Tomas, a graduate from AHS shared his feelings about receiving a bilingual education beginning in kindergarten by saying,

Based on my experience, I believe it has been extrememly important to have received a bilingual education from kindergarten through twelfth grade. My reasoning behind this belief is the idea of practice. It is immensely hard for anyone to remain fluent in any langauge if it is not practiced at least weekly. A bilingual program maintains an engagement of two lanaguages, which thus creates individuals who may be valued as more than one.

The importance of K-12 bilingual pipeline programs was reinforced by the parents and students I interviewed. Carlota, a parent at AHS, said, "my son benefited greatly from attending an elementary, middle, and high school where bilingual programs existed. Now, he is attending an Ivy League university." She went on to say,

At first I didn't really see the benefit of learning in two languages growing up, but as I got older and became an adult I definitely learned that being bilingual had its benefits as it opened more job opportunities for myself. Always, when I was seeking job

opportunities, when postings would be shown as bilingual preferred, I was always given preference and sometimes the pay was better. I definitely now value bilingualism. All my kids have learned to speak Spanish first and then learn English at school. We've also made sure that they knew the importance of being bilingual.

Melanie, the student I interviewed from PHS, reinforced this feeling:

The benefit is honestly just keeping our roots alive. I really saw it as a benefit to have bilingual classes in school and have that Spanish reinforced on a daily basis. I wish I would have come to Desert Sun Public Schools during my elementary and middle school years to attend bilingual schools. Instead, I lived in Arizona, which had a very anti-bilingual education philosphy. This philospohy and the state laws really hurt Hispanic students.

Melanie's personal experience, for example, directly counters the claims of Unz (2014) and other anti-bilingual advocates (Cummins, 2004; Porter, 1998; Rodriguez, 1983; Theobald, 2015).

Bilingual program models. Table 9 presents the bilingual program models for Altura High School, Parkland High School, and their respective feeder schools. Maintenance Bilingual Education (MBE) is a program for bilingual students that has as its goal the maintenance and further development of all aspects of the home language and English (New Mexico Public Education Department, 2015). The two-way dual language (DL) immersion program is for language majority and minority students where at least 50 percent of the instruction is provided in a language other than English and where bilingualism and biliteracy are the goal (New Mexico Public Education Department, 2015).

Table 9

Bilingual Program Models for Altura High School, Parkland High School, and their

Respective Feeder Schools

School	Bilingual Program Model	School	Bilingual Program Model
Altura HS	DL, MBE	Parkland HS	MBE
Middle School A	MBE	Middle School A	DL, MBE
Middle School B	DL, MBE	Middle School B	MBE
Middle School C	MBE	Middle School C	DL, MBE
		Middle School D	MBE
Elementary School A	N/A		
Elementary School B	DL	Elementary School A	N/A
Elementary School C	DL	Elementary School B	DL
Elementary School D	DL	Elementary School C	N/A
Elementary School E	DL, MBE	Elementary School D	DL, MBE
Elementary School F	N/A	Elementary School E	DL, MBE
Elementary School G	MBE	Elementary School F	N/A
Elementary School H	DL, MBE	Elementary School G	MBE
Elementary School I	DL	Elementary School H	N/A
Elementary School J	MBE	Elementary School I	N/A
Elementary School K	DL	Elementary School J	DL, MBE
Elementary School L	DL, MBE	Elementary School K	DL, MBE
Elementary School M	DL, MBE	Elementary School L	DL, MBE

(Source: Desert Sun Public Schools, 2014)

As illustrated in Table 9, Altura High School's bilingual programming consists of a dual language and maintenance language component; whereas Parkland High School only offers a maintenance language component. This is fascinating as two of its four feeder middle schools and six of its twelve feeder elementary schools offer dual language programming. In contrast, Altura High School only has one of its three feeder middle schools offering dual language programming. At the elementary school level, Altura High School has nine of its thirteen feeder elementary schools offering dual language programming to their students as a curricular option. Only two of the feeder schools for Altura High School do not have any bilingual services. This is in contrast to five of the schools feeding Parkland High School that do not have any bilingual services for their students. It is important to point out that each of these schools serves students in the higher socio-economic areas of the school boundaries, however a percentage of this population of students attends a neighboring high school instead of their neighborhood school, Parkland. There is also a population of students from both schools (as indicated in tables 12 and 13) who have the means to attend private high schools; this further impacts conditions such as school grades and graduation rates at both Altura and Parkland. The contrast in statistics indicating success between the two schools is compelling considering that in all other respects (socio-economics, existence of functional Bilingual education programs in feeder schools and staffing) the two schools are very similar in terms of demographics.

Policy and Its Impact on Bilingual Education

Policy and its impact on bilingual education is not only a theme in the literature (Banks, 2012; Gonzales & Winograd, 2012), it also was a *"hot topic"* in the overall

educational setting in the state during the time this study was conducted (Gonzales &

Winograd, 2012). As I already mentioned, the implementation of a national set of standards

(Common Core State Standards), PARCC, (Partnership for Assessment of Readiness for

College and Career) a national assessment, and a new teacher evaluation system based

largely on student test scores was clearly on the minds of the educators I interviewed. When

I asked about highly effective teaching, Cristobal, one of the teachers at Parkland High

School responded to the question by saying, "that is a very difficult question to ask a teacher

during these times." Linda, a teacher at AHS, went on to say the following regarding highly

effective teachers:

> A highly effective teacher, one, uses standards to develop a curriculum, maintains
>
> high standards, and the implementation and expectation for completion of student
>
> work. An exemplary teacher is one that models and shares things with colleagues.
>
> Develops materials with colleagues, encourages colleagues, and trains colleagues to
>
> teach at the very highest level possible and to design units so that all students can
>
> achieve success.

Paula, a teacher at PHS, had the following to say about highly effective teachers, "a

highly effective teacher has a class room where students are engaged and where the students

are willing to participate. At the end of the school year the results show that those students

have mastered the content."

Education reform in New Mexico. Another theme that continuously came up in the

interviews with the teachers at both schools were the reforms in education currently being

rolled out throughout the state of New Mexico. Generally speaking, these reforms have to do

with the curriculum (Common Core), assessments (PARCC) given to students, teacher

evaluation, and school grades. Responses about these topics kept surfacing as the interviewees responded to the various questions. They obviously have a strong impact on the climate of the schools and outlook of the teachers and these themes are directly embedded in the research questions guiding this study. Reina, a teacher at AHS, summarized her concern with the educational reforms in New Mexico by saying,

> Over the last several years I have seen more and more teachers lose focus. Many have left the profession out of frustration with the destructive policies that are simply, "not good for kids." Some of these policies include the adoption and implementation of a new set of standards in our state even though teachers were not involved in this adoption process. Teacher evaluations and school grading formulas based on questionable data have led to an all time low in terms of teacher morale in our state. It's hard to focus on programs when this dark cloud is handing over our head.

In the State of New Mexico, the Public Education Department currently uses school grades to create a comprehensive "snap shot" of a school's overall standing. The school's grade consists of these sets of factors: current standing, growth, opportunity to learn, graduation, and college and career readiness. The notion of school grades in New Mexico is a very new one. The New Mexico Public Education Department began releasing school grades during the 2010-2011 school year.

Table 10 displays the school grade for Altura High School, Parkland High School, and all of their feeder schools.

Table 10

School Grades for Altura High School, Parkland High School, and their Respective Feeder

Schools based on the 2014 New Mexico Public Education School Report Card

AHS District	School Grade 2014	PHS District	School Grade 2014
Altura HS	B	Parkland HS	C
Middle School A	B	Middle School A	D
Middle School B	D	Middle School B	B
Middle School C	D	Middle School C	D
		Middle School D	D
Elementary School A	B		
Elementary School B	A	Elementary School A	B
Elementary School C	B	Elementary School B	C
Elementary School D	D	Elementary School C	D
Elementary School E	D	Elementary School D	F
Elementary School F	D	Elementary School E	D
Elementary School G	D	Elementary School F	B
Elementary School H	C	Elementary School G	D
Elementary School I	F	Elementary School H	B
Elementary School J	B	Elementary School I	B
Elementary School K	D	Elementary School J	F
Elementary School L	D	Elementary School K	F
Elementary School M	B	Elementary School L	B

(Source: Desert Sun Public Schools, 2014)

As illustrated in Table 10, Altura High School earned a letter grade of B for the 2014 school report card; whereas, Parkland High School earned a letter grade of C. Only one school, Elementary School B, which feeds into Altura High School, earned a letter grade of A. Only one school, Elementary School I, earned a letter grade of F. Most schools feeding into Altura High School earned a grade of D. In contrast, no schools feeding Parkland High School earned a letter grade of A and three elementary schools earned a letter grade of F. Like Altura High School, Parkland High School's feeder schools' most common letter grade was a D. Overall, schools in the Altura High School cluster earned higher grades than those in the Parkland High School cluster.

The reality is that school grades paint a picture of a school that community members can use when making decisions about where they will purchase a home or to what school they will send their child. The impact of school grades can be significant beyond the school gates. Reina, a teacher at AHS, said the following about school grades, "school grades are very controversial because many educators and community members feel that they do not provide a fair and comprehensive assessment of the true work of that school."

The school grades listed in Table 10 were calculated using seven data components that are brought together to create an overall grade for the given school. Appendix I presents a description as to how school grades in New Mexico are calculated.

Implementation of bilingual programs. When I asked the teachers at Altura High School about the bilingual program and its implementation, their responses revolved around pedagogy and methodology. This was in contrast to the teachers at Parkland High School who focused more on content standards and state expectations and compliance. Based on the

interviews, one of the main reasons this outlook may exist among the Parkland High School

teachers is because of their long history with state issued grants for school improvement.

Teachers at Altura High School have not been beneficiaries of such state support. This could

be because PHS was recently part of a federal school improvement grant (SIG), which was

rolled out by the New Mexico Public Education Department. For instance, when Sylvia, a

PHS teacher was asked about administrators' role as instructional leaders in relationship to

bilingual programming at their school, she responded, "It's a state program, so somebody has

to administer it. We get extra funding, so we have to be on top of following the procedures

and the expectations of the grant money." Whereas, Reina, a AHS teacher said, "I think

administrators have to find people that are truly engaged in high standards of expectation in

delivering lessons but also designing lessons so that students can interpret and excel at

whatever they do and not work in one language as opposed to the other, but do work equally

in both languages." These themes are consistent with the scholarship regarding the role of

pedagogy and methodology and their contributions to the success of Bilingual programs

(Bolgatz, 2005; Olebe, 2006; Valverde, 2012). Stakeholders from both schools emphasized

the need and benefit of administrative buy-in for the bilingual program. Morena, a teacher

from AHS, spoke of administrator buy-in by saying,

> First and foremost, in order for a bilingual program to be successful in any high
>
> school, you have to have a buy-in from all the administration from principal all the
>
> way down. If the principals themselves are not both bilingual, then they have no idea
>
> what it is like to be a bilingual student at that school. It only makes sense for a
>
> principal to have a buy-in. They have to strongly believe in the program. That way,
>
> the program will succeed. The program's success will begin with the belief and

support of the principal. It's just like being an effective teacher. If you're an effective

leader, you spread that to your staff because you have that passion. They believe in it

because you believe in it.

Poverty and its impact. The theme of poverty and its impact on student

achievement and parental involvement manifested itself in the interviews with teachers at

both schools. While this theme is not surprising, it was not one that was overwhelmingly

evident in the literature about bilingual educational programs. There is certainly a literature,

however, about the impact of poverty on a child's life chances (see, for example, Contreras,

2011; Duncan, 2011; Jensen, 2009; Reardon, 2011). The educators who participated in these

interviews touched on the challenges that exist when teaching in communities with such low

socio-economics and, in turn, engaging parents that may be working multiple jobs to support

their families; thus, they may not have additional time to volunteer or participate in school

events.

Federal law states that schools that have 75% of students (or higher) who qualify for

free and/or reduced meals must receive additional funds. The state and the district can lower

that percentage but cannot raise it. For example, the state can say that all schools with 65%

or more of their students requiring free and reduced lunch will receive Title I funding. The

"band" or tier funding is then based on the percentages. The highest funding is for "Band A"

and then "Band B" on down to "Band E." Tables 11 and 12 illustrate the enrollment, band

designation, and Title I award for the 2014-2015 school year.

Table 11

Altura High School and Feeder Schools, 2014 Title I status

AHS District	Enrollment	Band	2015-2016 Title I Award Amount
Altura HS	1767	E	$330,000
Middle School A	823	D	$137,200
Middle School B	488	A	$129,050
Middle School C	511	A	$127,020
Elem. School A	596	N/A	N/A
Elem. School B	301	B	$44,460
Elem. School C	421	A	$102,080
Elem. School D	588	A	$162,980
Elem. School E	317	A	$91,930
Elem. School F	306	A	$84,970
Elem. School G	277	B	$57,855
Elem. School H	304	A	$70,470
Elem. School I	325	A	$85,260
Elem. School J	508	N/A	N/A
Elem. School K	436	A	$99,760
Elem. School L	317	A	$90,480
Elem. School M	430	B	$73,245

(Source: Desert Sun Public Schools, 2014)

As displayed in Table 11, in 2014, Altura High School had an E band designation in

terms of its Title I funding with an annual allocation of $330,000. This is the lowest band

and is directly related to the number of students who qualify for free and/or reduced priced

lunch. However, ten of the sixteen feeder schools to Altura had an A band designation with

only two schools not qualifying for Title I funding. Why the dramatic change in status?

These are the same students, living in the same households, in the same communities. A

possible answer may be that they are not eating at the school cafeteria, thus, not applying for

free or reduced priced lunches. This idea is consistent with the March 2008 New York

Times article entitled, "Free Lunch Isn't Cool, So Some Students go Hungry" (Pogash,

2008). She claims that lunchtime is the best time for students to "impress their peers" and

being seen with a subsidized meal can "lower a student's status."

Table 12

Parkland High School and Feeder Schools, 2014 Title I status

PHS District	Enrollment	Band	2015-2016 Title I Award Amount
Parkland HS	1429	E	$259,050
Middle School A	409	A	$114,550
Middle School B	823	D	$137,200
Middle School C	552	A	$145,580
Middle School D	511	A	$127,020
Elementary School A	596	N/A	N/A
Elem. School B	503	A	$145,870
Elem. School C	491	A	$142,390
Elem. School D	553	A	$160,370
Elem. School E	711	A	$199,520

PHS District	Enrollment	Band	2015-2016 Title I Award Amount
Elem. School F	758	B	$142,785
Elem. School G	384	A	$99,760
Elem. School H	508	N/A	N/A
Elem. School I	479	N/A	N/A
Elem. School J	526	A	$152,540
Elem. School K	439	A	$126,150
Elem. School L	430	B	$73,245

(Source: Desert Sun Public Schools, 2014)

As illustrated in Table 12, in 2014, Parkland High School had an E band designation in terms of its Title I funding with an annual allocation of $259,050. Like Altura High School, this is the lowest band and also is directly related to the number of students who qualify for free and/or reduced priced lunch. However, ten of the sixteen feeder schools to Parkland had an A band designation with only three schools not qualifying for Title I funding.

At both schools, it is obvious that the majority of their students qualify for free and/or reduced priced lunches, however, despite their need, these students do not take advantage of the opportunity to receive meals at reduced or no cost. This may be due to the students' desire to avoid the stigma attached to publicly acknowledging this need at the time of purchase (Pogash, 2008). This is based on the fact that the vast majority of elementary schools feeding both high schools are at band A in terms of their Title I funding. This seems to substantiate the teachers' claims that many of the students walking into their classrooms

do come from a low socio-economic background, thus, the implications around adequately

servicing the learning and social needs are substantial.

Valeria, a teacher and bilingual coordinator at AHS, related poverty and her own

experience by saying,

> As a teacher I know that there is a direct correlation between poverty and academic
>
> success in the classroom. You may ask, how do I know this? I know this because I
>
> myself am a child of poverty. I have first hand knowledge of what hunger,
>
> homelessness, violence, drugs, and instability can look like in a student's life. Does
>
> this mean a teacher who does not have first hand knowledge is incapable of empathy
>
> for children of poverty? Of course not! But what does it mean for change for
>
> students of poverty? There needs to be specific pedagogical and instructional supports
>
> for teachers and schools of children of poverty. Many times teachers will bemoan the
>
> lack of materials in their classrooms, so much so that it may seem to others that that is
>
> the key for academic achievement when in reality it is just an excuse. One that
>
> historically can be documented about why poor communities continue to fail in
>
> society eyes; due to a lack of materials or "bad" schools. Because we are conditioned
>
> to hear the success stories of students, like myself, who make it out of poverty, we
>
> believe the façade that all students are capable of leaving poverty behind. This is not
>
> true. It is only a small percent that indeed leave their poor conditions behind to make
>
> it to the middle class.

It is important to address students' realities and pay greater attention to "helping

schools, and teachers most directly, in the development and implementation of pedagogy and

curricula that addresses the conditions of urban life and develops a sense of agency among

students for altering these conditions" (Duncan-Andrade & Morrell, 2008, p. 9). Teachers

need specific access to ideologies that will heighten their consciousness of the student's

reality. It is not sufficient to come and "just teach." Great teachers assist their students in

becoming critical thinkers. They give their students the necessary tools to make choices in

their academic lives without having to give up who they are to achieve what they could

become (Roberts, 2001).

Rigor and Remediation – Impact on Bilingual Students

Rigor and remediation and their impact on bilingual students was a significant theme

in the literature (Collier & Thomas, 2009; Contreras, 2011; Flores, 2004). It would be

difficult to find two more "loaded words" in the field of education than rigor and remediation

(see, for example, Garcia, 2009, Ovando, 2003). These terms have different meanings

depending on who you ask in the field of education. In high school, a rigorous curriculum

may consist of a student taking several honors, advanced placement (AP), or other college

preparation classes. In that same high school, for example, a student who has a remedial

course load may be taking reading and/or math intervention classes.

Often, bilingual students may have a remediation class in their course schedule as

well as a couple of AP classes. Interestingly, these same students may be scoring on the high

end of the AP tests. Many of the educators I interviewed spoke of their ELL students.

Example after example was given of students who may have been in an ELL class and may

have sufficiently mastered content in an AP class to achieve the highest score possible on one

or more of the AP cumulative examinations. For example, Reina, a teacher at AHS, said, "it

is not unusual for me to have seen students in an ELL class take an AP Calculus class and

master that class and the end-of-the-year test associated with that class. This is true rigor and

remediation at the same time." As part of the document analysis for this study, I examined

the graduation rates and proficiency rates for these students in math and reading.

Figure 1 displays the percentage of students graduating from Altura High School and

Parkland High School during the years 2011-2014.

Percent Graduating - 4 Year Rate

Figure 1. Comparison of the percent of students graduating at Parkland and Altura High

Schools over three years between 2012 and 2014.

Altura High school has a higher graduation rate than Parkland High School. The

percent of students graduating increased steadily at both high schools. Parkland High School

made greater gains each year than Altura High School, with the greatest disparity between

the schools' graduation rates being10 percentage points between 2013 and 2014. Altura

High school made the greatest overall gain of nearly 4 percentage points, between 2012 and

2013.

Figure 2 displays the percentage of ELL students graduating from Altura High School

and Parkland High School during the years 2011-2014.

Graduation Rate of ELL Students

2013-2014
PHS: 62.8
AHS: 63.5

2012-2013
PHS: 51.5
AHS: 61.6

2011-2012
PHS: 43.6
AHS: 54.7
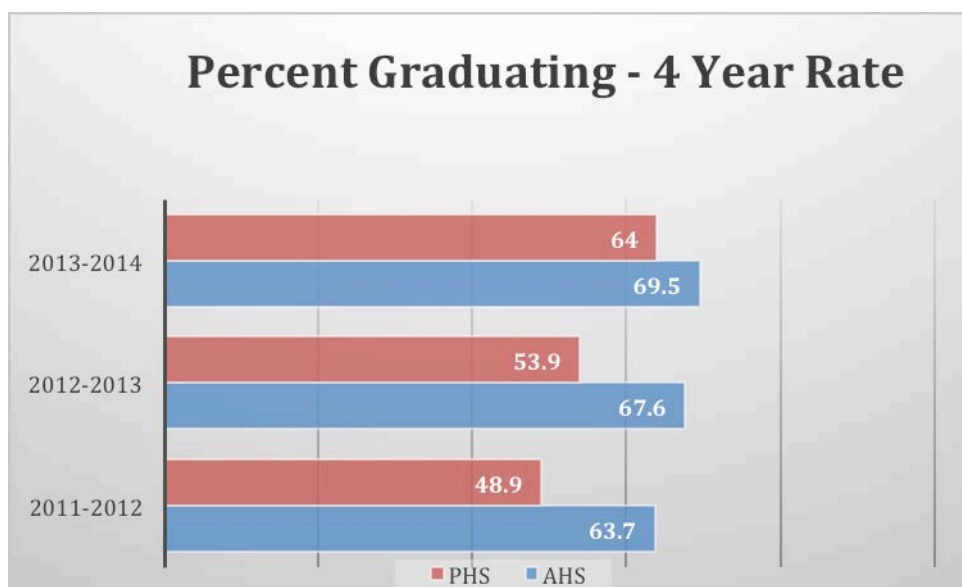
(x-axis: 0, 10, 20, 30, 40, 50, 60, 70)

Legend: ■ PHS ■ AHS

Figure 2. Comparison of the percent of ELL students graduating at Parkland and Altura High

Schools over three years between 2012 and 2014.

The percent of ELL students graduating increased steadily at both high schools

between 2012 and 2014. Altura High School has a higher graduation rate for its ELL

students than Parkland High School for all three years. In 2014, Parkland High School's

ELL graduation rate was less than 1 percentage point lower than Altura High School.

Figure 3 displays the percentage of ELL students proficient in math at Altura High

School and Parkland High School during the years 2011-2014.

Percent of ELL Students Proficient in Math

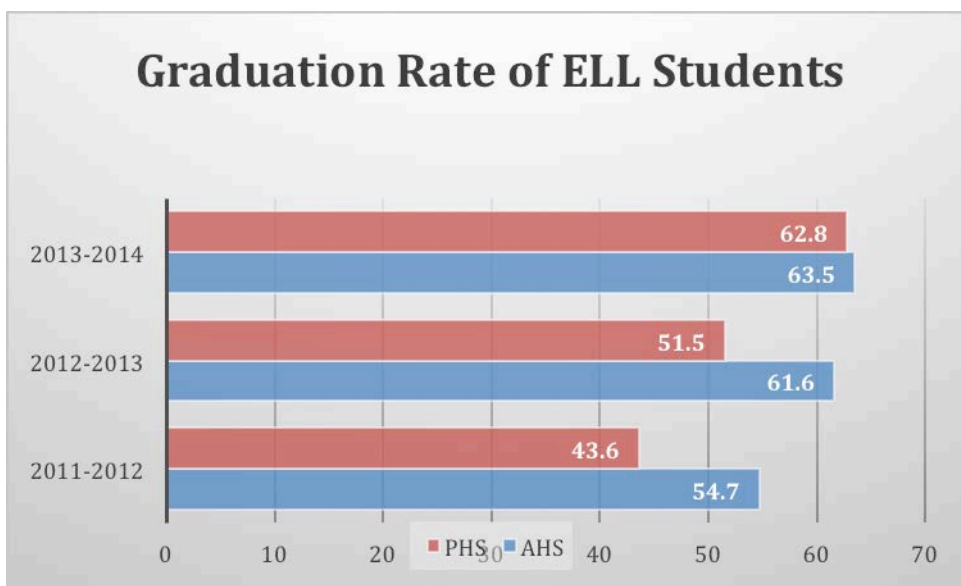| Year	PHS	AHS
2013-2014	4.1	5.5
2012-2013	6	7.9
2011-2012	7.6	4

Figure 3. Comparison of the percent of ELL students proficient in Math at Parkland and Altura High Schools over three years between 2012 and 2014.

The percentage of students proficient in mathematics decreased between 2013 and 2014 at both high schools. The largest decrease in the percentage of ELL students proficient in math was at Altura High School. Between 2012 and 2013, the percentage of ELL students proficient in mathematics at Altura High School increased by nearly 4 percentage points, while the number of ELL students proficient in math at Parkland High School decreased by just over 1.5 percentage points

Figure 4 displays the percentage of ELL students proficient in reading at Altura High School and Parkland High School during the years 2011-2014.
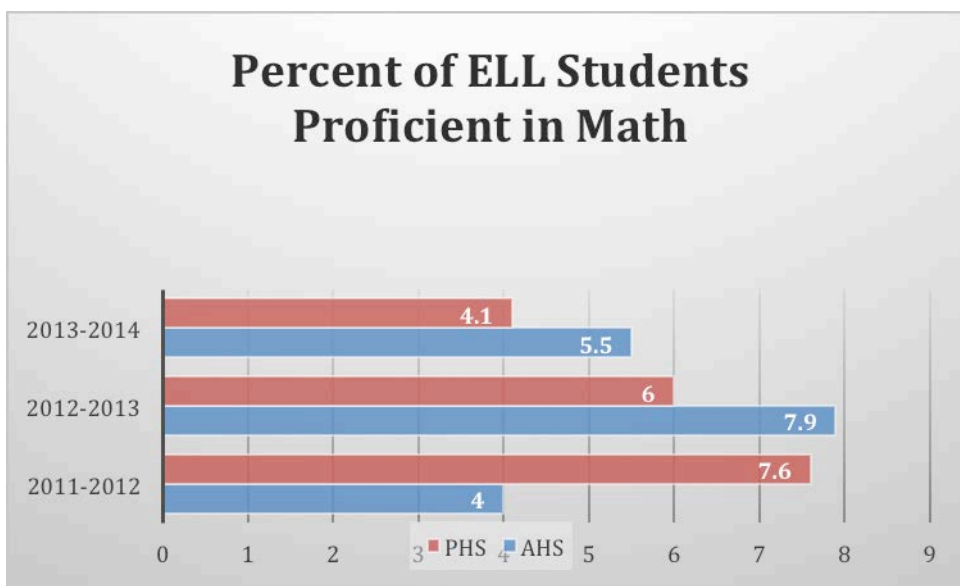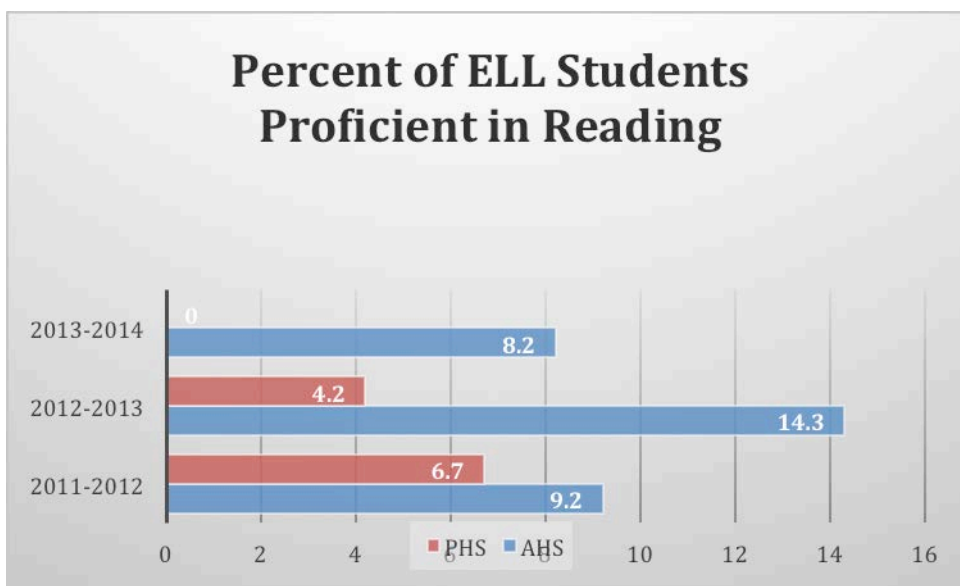
Figure 4. Comparison of the percent of ELL students proficient in Reading at Parkland and Altura High Schools over three years between 2012 and 2014.

The number of students proficient in reading decreased between 2012 and 2014 at Parkland High School, with the largest decrease between 2013 and 2014. The number of students proficient in reading at Parkland High School increased 5.1 percentage points between 2012 and 2013 and decreased 6.1 percentage points between 2013 and 2014.

In evaluating Figures 1 through 4, it is obvious that the overall graduation rate and ELL graduation rate, at both schools, increased over the three-year period. While the graduation rates at Altura High School gradually increased with each passing year, Parkland High School, saw an increase of 15.1 percentage points in the overall graduation rate and an increase of 19.2 percentage points in the ELL graduation rate over the three-year period. While both of Altura High School's graduation rates increased over the three-year period, they only increased in the single digits. Overall, Altura High School's graduation rates in both areas remain higher than Parkland High School. This is an issue that Desert Sun School

District would be wise to investigate given the overwhelming similarities between these schools on all other fronts.

The math and reading proficiency scores are also illustrated in Figures 1, 2 and 3. It is important to note that there was a change in assessments over this time period as part of the high school redesign that took place in New Mexico; therefore, the results should not be compared. Regardless, you will see that the proficiency levels for ELL students at both schools are quite low. While these proficiency levels are slightly higher in reading than math, the highest proficiency levels in all tested areas, for both schools, is 14.3% proficient in reading for Altura High School in 2013.

The theme of collaboration in the building of curriculum kept coming up in the responses of the AHS teachers. Their responses were consistent with the professional learning community work described by DuFour and Eaker (1998). The AHS teachers spoke of embedding differentiated instruction and sheltering strategies in common lessons. This work took place during the professional learning community or collaboration time built into the school day. Reina called the "foundation for learning" as being critical in "setting students up for success." Linda expanding by sharing:

> I think rigor is most demonstrated by the way a teacher designs curriculum and expects work to be completed. If a teacher teaches at a level that challenges and yet intrigues students, I believe students will try to reach that level in the completion of their assignments. Rigor includes critical thinking. It includes using analysis from their every day life from culture, from adults with whom they associate as well as the society in which we live. So rigor incorporates not only academic standards, but is a

reflection and inclusion of the society that we're a part of as well as a reflection on those that have presented information to us from the past.

Valeria reinforced the theme of differentiation when she said:

For me, that's rigor, when teachers allow high demands of language, scaffolding and differentiating those demands of language, but engaging students in it, but the students don't even realize that they're being challenged in the way that they're working, because they want to do it.

In summary, according to Aregmi, rigor is "more than a good grade," it's when a student "arrives at the destination they've set for themselves." The teachers' responses in relationship to rigor highlighted how teachers evolve in their teaching practice over the years and the need for high quality professional development and collaboration. These themes emphasized the need to ensure that new teachers are supported as they grow into great teachers over their careers (Bullough et al., 1992; Cherubini, 2009, Blakey, 2013).

The teachers at PHS had a more traditional (Darling-Hammond, 2003; Blakey, 2013) response to rigor. This response is likely influenced by the fact that all but one of teachers interviewed from this high school are native to countries outside of the United States. Respect and responsibility are fundamental to the instructional programming in their home countries (Gasperini, 2000). The PHS teachers also stressed that rigor looks different for each student. Cristobal, a native of Cuba, elaborated by saying, "Rigor begins with responsibility. Responsibility means that there is a role for every group. For students, it means arriving early to the classroom. For the student and the teacher, a work routine is already known when the first bell rings." Juan Pablo, a native of Spain, described it this way: "Rigor is different for each student. There are students whom I have to remind to be quiet

and get their work done. Then, there are students who go an extra mile." Paula, also a native

of Spain, said,

> Rigor involves making sure that the students are engaged and once again at the end of
>
> that school year that the students have mastered the content. There are many ways of
>
> implementing rigor. There is not one way that works for everyone. It depends even
>
> with the same teacher; each group of the students is different. Rigor, while it's very
>
> easy to think what it is, is very different. It looks very different with each group of
>
> students.

In order for a teacher to teach with rigor and remediation, the teacher must understand

and identify individual student academic skills (Clotfelter et al., 2007). This will require

continuous formal and informal assessment (i.e. pre and post tests, reviewing standardized

test data, etc.) to monitor where students are when they come into the classroom and how

they advance in terms of mastering content and skills. It will also involve the development

of curriculum to address underdeveloped skills on a whole group level. For instance,

students who have academic skills will be challenged to enhance these skills, while students

who need extra support will have an opportunity to be exposed to these skills and practice.

Developing rigorous curriculum based on state standards/common core will provide multiple

opportunities for scaffolding instruction, opportunities/activities to allow for student-student

collaboration, use high level questioning in instruction, and the continuous assessment of

students formally and informally (Collier & Thomas, 2009; Flores, 2004; Freire, 2000;

Garcia, 2009).

School Culture, Leadership and Best Practices in Professional Development

The fourth theme that emerged from the literature and from these interviews was that of school culture, leadership, and best practices in professional development. Reina, a teacher at AHS, spoke of leadership in very direct terms, saying,

Well, I think, first and foremost, in order for a bilingual program to be successful in any high school, you have to have a buy-in from all the administration, from principal all the way down. If the principal is not bilingual, then they have no idea what it is like to be a bilingual student at that school. It only makes sense for a principal to have a buy-in. That way, the program will succeed. It will be successful because he/she can relate... It's just like being an effective teacher. If you're an effective leader, you spread that to your staff because you have that passion. They believe in it because you believe in it.

In similar terms, Paula, a teacher at PHS said,

If the administration is not involved, the program will not be feasible or successful so while we can work as teachers and as students, we cannot forget the support of the administration. An administrator may come to a high school and decide that that's not the path that the school is going to follow or to be focused. It's really very, very important.

The administrators at both schools agreed that leadership was important in the implementation and roll out of a bilingual program at a comprehensive high school. The administrator at AHS said,

Well, first of all, a leader has to walk the talk. A leader can't just sit there and say, "Hey, you know what? I want an effective bilingual program," and not walk the talk.

When I say, 'walk the talk,' I'm talking about implementing programming and

sticking to it. We didn't cut those programs even during the era of budget cuts in

education. You also have to practice what you preach, and like I said, bring in good

teachers to support the programs. Finally, as a leader you've got to be visible. You've

got to be amongst the kids and the faculty. You need to make sure that you are a part

of them and that they see you as someone that they can come to for resources, or

come to for support.

In response to the same question, the administrator at PHS said,

Well, the first thing I do is support. What's going on in the classroom? What can I

help teachers with? It's about support for the teachers. It's also about support for

students. School administrators in bilingual schools need to be bilingual - fluent in

more than one language. That's a conversation I personally have with students. Our

students at PHS are speaking Spanish, Kirundi, Swahili, and Farsi. They're coming

with that language and they're learning English. How can we help them also? How

can we help those ELL teachers in how they're trying to support their students and

their families? It's a big task.

The emphasis on the importance of the leadership of the principal and/or school

administration, as brought up in the interviews, is strikingly similar to the work of Darling-

Hammond (2003) where as she stressed the importance of principals in keeping good

teachers. The idea that the principal's support is critical related to the work of Menken and

Solorza (2014, p. 124) who called the principal the "lynchpin of bilingual programs."

There is an important link between school culture and leadership (Anderson, 2009;

Bolman & Deal, 2008; Leithwood et al., 2004). I asked the teachers how they would define

their school's culture since the bilingual program was established at each school site. At

AHS, teachers generally felt that there has been a "pride in cultural heritage and in

bilingualism" since the program began. They felt that the bilingual program brought about

positive changes at their high school and that it also "gave a voice" to students in the

program. This is summarized by Reina, an AHS teacher who states, "This pride is

encapsulated within the bilingual program and among the minority student population." This

pride runs parallel to AHS teachers' frustrations involving the "divisions" that exist in their

school. They summarized their school as "two schools in one building." This "divide" is

largely based along ethnic and socio economic lines. Their concern manifests itself based on

the "lack of minority students in upper level courses" and the "undercurrents of disrespect for

other cultures (i.e. Black, Hispanic, and Native American). The teachers also expressed their

frustration in "closing the achievement gap" as "white students consistently outperform

students of color."

At PHS the reality is a bit different, as their student population has changed over the

years. One teacher described this change, saying:

Spanish population has changed, has evolved. There was a time when there were

more immigrants coming from Spanish-speaking countries and today due to the

political situation in this country there are less immigrants but the reality is that these

students and the families in this community still value Spanish being spoken at home

and being learned by their children because there has not been that many changes.

Professional development was also an important component in the teachers'

responses (DuFour & Eaker, 1998; Marzano, 2007). Linda, a teacher at AHS, shared her

experiences in aligning her English Language Arts curriculum with her colleague who was teaching Spanish Language Arts:

> Valeria and I were able to develop and grow as teachers by aligning our curriculums. This is an example of collaboration that has been shared at seminars, professional development opportunities throughout the district. This has enriched our curriculum but certainly was successful with our students and it made me, I believe, a better teacher by learning how to understand what kids need and how I can best present my lessons to them so that they are successful and that I'm successful as a teacher. This professional development experience was very, very beneficial and heartwarming to me.

Sylvia at PHS shared a similar experience about her professional development experiences based on the school's recent involvement in the school improvement grant (SIG), stating, "In the bilingual department, we stay current through collaboration and through the professional development opportunities we've had. Through the SIG grant we got enormous amount of marvelous training that was relevant to our teaching our bilingual students."

Teacher's identity and positionality. How a teacher's identity and positionality contributes to their teaching practice, inside and outside the bilingual classroom, was a theme that evident in the literature (Cummins, 1996; Danielson, 1996) and in interviewee responses. I found this theme to be strikingly similar at both high schools in terms of the answers provided by the teachers. The need for a diversity of teaching methods manifested itself over and over again in every single interview. This is due largely in part to prior training/education and the fact all of the teachers interviewed had a bilingual and/or TESOL

endorsement posted to their teaching license. Juan Pablo, a teacher at PHS, illustrated the need for differentiation when he shared the following statement:

> Differentiated Instruction is a vital part of instruction in the classroom in order to meet the needs of our students who have a wide range of abilities and levels of academic diversity. People perceive their world through their multiple intelligences and often favor one intelligence over another due to learning styles, abilities levels, disabilities, etc. Therefore, it is essential to differentiate instruction by implementing multiple intelligences in order for teachers to address the learning needs of their students and provide students with the opportunities to be successful while learning at their individual academic level through the intelligence(s) they favor.

Five of the teachers I interviewed contend that, "educational practice should be partly based on cultural values." One teacher stated, "it's important that teachers never forget why we're teachers, who we're teachers for, and why we choose to be a teacher." These responses were very much in line with Lasky's (2014) work on teacher identity and positionality. Their comments reflect findings from research on teacher perceptions, professional practice, and keeping and retaining quality teachers over time (Cherubini, 2009; Danielson, 1996; Darling-Hammond, 2003).

In addition, high standards and relating to students were also common threads in these interviews. For me, the most interesting was that of the community. Nearly every teacher spoke of the need to teach students content, however, they went beyond this as they all had a desire to prepare students for the "rigors of what awaits them in the community in terms of college and career."

The teachers provided valuable insight into the school culture and teacher identity and positionality realms. The AHS teachers defined themselves as "members of the community." They also spoke about "pride, tradition, and honor" in their responses. Reina responded, saying,

> There is a lot of pride at AHS because of our long history, we are the oldest public high school in New Mexico. Right now, AHS offers the bilingual seal to more students than any other school in New Mexico. We're proud of that!

At PHS, the teachers saw themselves more as practitioners. Paula shared,

> We are here to follow standards and based on those standards we prepare our lessons and that's what the students need to learn and my position is that it's my responsibility that the students learn. I need to perhaps use different approaches.

These teachers' ability to relate their identity and positionality to their teaching practice was notable because their passion in serving students within the bilingual programs at these high schools was striking and evident. One teacher at Parkland High School attributed the bilingual program's growth to the teacher's position and support of the program. She said,

> It is more defined today than what it was at the beginning. Yes, there was a program in place but it was not defined and today we have, for example, the support of counseling, that they really advise students in the benefits of taking bilingual classes. So that's a huge support. In my opinion, this is due to our teachers' position and support of the bilingual program.

The bilingual coordinator at Altura High School also supported the idea of working with the counseling department. She stressed,

One of the things that I really like, and they've been really good for the last four years of working with the counseling department that no schedule should be touched if they are a designated English language learner or a bilingual student in the program. Students cannot get their schedules changed. Counselors cannot move unless that coordinator has looked at it, looked at their transcripts and really gone and say, 'What's best for kids.'

Organizational change. From the school-wide point-of-view, both schools shared substantial changes to organizational structures and a clear evolution in teacher preparation and practice. Jane at PHS said, "The biggest organizational change for our school since we began with our bilingual program is the emphasis on vertical alignment and teacher collaboration. We all know what our goal is now." Giovanni at AHS said,

It takes a strong administrative team to really help change the organization and influence teacher practice. It also takes a brave approach to hiring teachers. We worked to hire teachers who could relate to the kids, role models for these kids. And I think during this time we've done a good job getting role models to our school. Getting teachers there that if the emphasis wasn't there we probably, or nearly would not have gotten. But that's the key too, is we need to continue to get teachers that these students can look up to, and teachers who are not afraid to work with, not only our bilingual students, but all kids at our school.

A change to the organization at PHS of particular interest was the involvement of counselors in the bilingual program. As the bilingual program continued to evolve and grow at this high school, counselors began to join teachers to collaborate with them and find ways to support their work. One of the ways counselors supported the work of the bilingual

program at PHS was with the scheduling of students. Paula summarized the important of correct student placement by saying,

> When students are placed correctly in courses, it makes for a smooth transition to the
> next grade level. Students will not have a late start in correct classes due to schedule
> changes at the beginning of an academic school year. They will be on track for high
> school graduation requirements, which will help them be successful. It is particularly
> important in the bilingual program as to ensure that there is equity in the number of
> Spanish and English classes they are being assigned on a yearly basis.

This PHS teacher's sentiment was reinforced by Jane, one of the building administrators, when she shared that there has been more of an acknowledgement from the counselors of the bilingual seal and because of the bilingual seal there is greater consciousness about the structure of the classes that counselors are going to recommend to the students. She said, "There's just more of an awareness, I think is what it is. It's just more of an awareness as to what is happening here in terms of the bilingual program is concerned."

Counselors and their involvement in the overall functionality of the bilingual program at the high school level was shared by Valeria at AHS, who shared:

> We have documentation. We do a lot of documentation of class schedules, what they
> should be doing each level, so from 9th to 10th to 11th to 12th. One of the things that
> I really like, and they've been really good for the last four years of working with the
> counseling department, that no schedule should be touched if they are a designated
> English language learner or a bilingual student in the program.

Finally, Linda at AHS, offers more of a comprehensive synopsis of her interpretation of organizational changes at her high school since the program has taken effect by saying,

I certainly see more students that are in the bilingual program. I see more tutoring

opportunities for these students. I see more students tutoring other students from this

program. I see parents being part of our community. They come in and support the

program but also the bilingual program has been able to identify parents that need

help from our school to maintain their family. Whether it's food, or clothing, or

housing so that these students can be successful in school and not have to worry about

supporting a family while they're trying to get an education in high school.

The Student and Parent Voice

Perhaps the biggest indicator of success in high school is college admission upon

gradation (Long, 2003; Myles, 2003). All graduating seniors within the Desert Sun Public

Schools complete an exit survey during their last weeks of high school. Table 13 illustrates

some of the information captured in this survey.

Table 13

2013-2014 Senior Exit Survey Information from AHS and PHS

School	Number of Graduates	Number of Graduates attending 4 year university	Number of Graduates attending 2 year college	Number of Graduates attending a trade school	Number of Graduates enlisting in military	Other Response
AHS	335	239	33	6	15	42
PHS	130	73	19	1	6	31

(Source: Desert Sun Public Schools, 2014)

According to the information in Table 13, 87.5% of seniors from Alutra High School

that graduated in May of 2014 planned to attend a four-year university, two-year college,

trade school, or enlist in the miluatry. In contrast, 76.2% of Parkland High School 2014

graduates planned to do the same.

The student voice was an important one in these interviews. Each of the graduates

enthusiastically agreed that their high school's bilingual program prepared them for college.

Jorge stressed that math was his strongest subject and he got most of support from that

department. "I feel like I was good in that department," Jorge said. "My bilingual teachers

cared the most and really helped me to be ready for college." He went on to say,

> My participation in the bilingual program has helped me expand my understanding as
>
> to how language works as well as to connect me to another culture that I may not
>
> have understood completely. Learning a second or even third language can help with
>
> your understanding on how the world interacts, culture to culture.

Martha responded by saying, "PHS had great teachers and a great AP program. AP

Spanish Literature and Language were two of the classes that really helped me out in college.

Our AP World History class was even better and so on and so forth. They truly did have

great teachers and high expectations for their students." She continued,

> Bilingual education at PHS has enlightened me and helped me become more prepared
>
> for college by allowing me to learn about different cultures and language origins. It
>
> prepares me for meeting people who don't share the same language or the same
>
> culture, by providing me with the information with information on other countries
>
> and languages.

Tomas, a graduate from AHS, said, "They taught me what I had to learn, and they

made me grow up, and helped me realize what was going to come in college." He expanded

on his experiences during high school:

As a student who has received a bilingual education, I truly believe I am not only more prepared for college, but have an advantage when compared to students who speak a single language. I believe that there are more doors of opportunity opened for me because of the fact that I am bilingual. Aside from the greater number of opportunities, communication, which I believe is one of the most important pieces of a complex society, is expanded dramatically because I speak two major languages.

Both parents interviewed for this study also agreed that their children were adequately prepared for college after high school. Carlota, a parent from AHS, said,

My son was absolutely prepared for college when he graduated high school. He always took advanced, gifted, and bilingual courses because he was just really smart, especially in math. He had like 24 college credit hours when he graduated high school. He was part of the dual language program at AHS.

Maria, the parent from PHS said,

PHS is the most diverse school in New Mexico. I'm proud my child graduated from that high school and is now successful in college. I'm proud of the fact that he is a true bilingual in every sense of the word. I'll be forever grateful to PHS.

Maria, the parent from PHS, who is also an elementary school teacher, shared the following when asked about her children's experience in bilingual programming while in high school:

Bilingual programs have allowed my son to develop the skills necessary for future scholarship and life. Not only was he shaped academically but also the emotional maturity he gained during the program encouraged him to look beyond his personal needs and reach into the needs of his community. Bilingual education awakened in

him the need to participate and excel in academic language, science, music, sports and leadership. His drive to undertake projects and participate grows stronger every day, as he has created a genuine network of academic and social support that provides him with a strong platform to undertake new challenges in his life. The results of the program have been evidenced in my son's life confirming the effectiveness of the instructional design.

Carlota grew emotional when she expanded on her response. She spoke of the "cultural" aspect of raising bilingual children. She referred to the Spanish language as the "language of her family, their prayers, and their culture." She explained,

As parents to bilingual children it is never an easy day when maneuvering our languages in our country. My husband and I are extremely grateful that our local public school district is able to help with our job as parents with educating our children in both of our languages. Spanish is our home language, and while English is not absent from our home, it is only used to do homework or at times watch the news. Spanish is the language of our family, our prayers, and our culture. It is important for us that our children are able to communicate with our family on both sides of the border and maintain our culture. They are more open to cultural differences than most people. Their schooling has provided a space where they can learn and grow as US bilinguals. There have been ups and downs as schools are still figuring out how to successfully implement high standards in bilingual programs. We believe as parents that bilingual is much better than English only programs.

Summary of Findings

School culture and teachers' perceptions and practices. Students worked to achieve the bilingual seal within the bilingual programs at both high schools. It was obvious teachers worked to prepare students for this academic honor. In every single interview I conducted, there was an overwhelmingly positive response to this academic honor. The bilingual seal demonstrates that students have not only completed the standards that are expected by the state department of education and Desert Sun Public Schools. It also demonstrates that students have gone above and beyond and that they have excelled by demonstrating their skills both in Spanish and English in the common core classes of math, English, history, and science. To someone outside of a school, this is an endorsement that shows the curriculum to which these students have been exposed is a rich one and that they have been able to complete that curriculum at a very high standard.

The high school reforms of Common Core State Standards, PARCC assessment, teacher evaluations, and school grades were very unexpected themes that repeatedly manifested themselves. It seems that these realities in education have in large measure defined the culture of schools and outlook of teachers. Their overall impact on Bilingual Education and differentiated instruction in general remains to be seen and has merit as a topic of further research.

Finally, racism, discrimination, and instructional practices were topics that emerged from the interviews. One teacher called these realities at her school "undercurrents" that still exist. Claiming that these issues have never really been properly addressed, it was on the minds of those I interviewed from both schools. At Altura High School, it was called the "two schools in one building" based on ethnic and socio-economic lines. At Parkland High

School, it was the ethnic struggles that still exist at this school after decades of trying to address such issues. This reality is true at many schools. Another teacher framed it this way:

> This is an issue that without good leadership to address it, inequities, racial inequities, linguistic inequities, that it's just going to continue...It's the undercurrents that you have to look at like your data, your representative groups, how are they performing in comparison to your white students? If you are continuously seeing that your white students are really ahead then you're not closing that achievement gap.

Bilingual programs' impact on the academic outcome of students. As clearly outlined in the literature and in the interviews, poverty does have an impact on a student's ability to be successful in the classroom, pursue post secondary opportunities as well as on their struggle of remaining or becoming (Jensen, 2009; Reardon, 2011; Roberts, 2001). In particular, the teachers I interviewed were concerned about the learning and social challenges that their students faced as a result of having to support their family by working a job after school, coming to school hungry, not having heat or lighting at home to do homework, or not having a safe or quiet place to do homework.

Overall, Altura High School maintains a slight edge over Parkland High School when it comes to proficiency scores in math and reading, school grade, and the number of graduates attending college after high school. The main difference between these two high schools was the fact that Altura High School has a dual language program as part of its bilingual program and Parkland High School does not. Both schools contend with similar socioeconomic realities and both high schools have similar realties in terms of the number of elementary and middle schools that have existing dual language programs. Thus, Parkland

High School does have the infrastructure to establish similar programming that has yielded

better outcomes at Altura High School.

    Organizational change. The role of the administration was a prominent theme in the

interview data. The consistent word used by teachers when asked about the role of

leadership in bilingual programming was "support." The need for the leader to be bilingual

themselves was also a very consistent message. Finally, properly staffing the school with

qualified teachers who contribute to the bilingual program was important to those

interviewed for this study.

    Interestingly enough, participants at both schools emphasized the critical role that

counselors play in student advisement and correct student placement in relationship to their

class schedule. In the interviews, they were able to highlight the importance of parental and

student communication as class schedules were built. The teachers and administrators also

focused on the importance of ensuring that students were accurately being placed in classes

that ensured diversity of language over the years (i.e. dual language program, maintenance

language program, ELL program) they are in high school (grades 9-12).

    The idea of aligning bilingual programming across schools beginning in kindergarten

and running them through the middle school and into the high school was strongly

emphasized by all interviewees. Generally speaking, Altura High School does maintain a

slight edge over Parkland High School when it comes to the percentages of proficient

students in math and reading, graduation rates, post secondary education pursuits, and the

number of bilingual elementary and middle schools that feed into it. This may be attributed

to the strength of Altura's Bilingual Program, which includes a Dual Language component

and its potential impact on the academic growth of its students. The dual language program is the one clear variant between the schools, given their similarities in all other areas.

The politics of language and identity. Many of the interviews reinforced concepts from the literature around sociolinguistics and the politics of language and identity. When analyzing the interviews, I could see how those interviewed (different role groups) continue to struggle to position themselves. Educational solutions depend on whether the interviewees saw language as a problem, language as a right, or language as a resource for such positioning (Roberts, 2001, p. 119). Although we have come a long way since the days of Theodore Roosevelt who claimed that America "only had room for one language – English" to seeing advocates like George I. Sanchez call for "cultural dualism" (Roberts, 2001, p. 121), I still wonder if our students are able to reconcile the tension between remaining or becoming. Has our society made it safe to do both? This would mean that this basic human right could be enjoyed by students from any complex institution they choose to be a part of, just as they could enjoy it from within the intimacy of their own home. Do students feel that they need to opt in or out of bilingual programs based on a set of external pressures? Are students forced to choose between pursuing post secondary educational opportunities based on a set of external pressures? Are students still forced to choose whether they will remain or become after all these years?

César Chávez, leader for the civil and economic rights of U.S. agricultural workers said, "We have our own bodies and spirits and the justice for our cause as our weapons. There are many reasons for why a man does what he does. To be himself he must be able to give it all. If a leader cannot give it all, he cannot expect his people to give anything." Scheurich and Skrla (2003) used this quote in their book as they discussed school leadership

and continuous improvement. They, along with Noam and Fischer (1996), discuss the role of the leader in modeling values, where even if they do not speak the language, they can still be effective leaders in bilingual schools. They must, however, be willing to "walk the talk." In high schools with bilingual programs, the leader should model the values that are core to the implementation of an effective bilingual program. These values include a commitment to academic language being taught in every classroom, regardless of language; the leader's ability to speak more than one language; and the leader's ability to properly staff the school to support programming to ensure that the mission of the school is being carried out. Students, parents, and teachers will see these values manifested by the leader and they will in turn begin to believe and feel supported.

Chapter Five

Conclusions and Recommendations

In this final chapter, I restate the research questions and review the major methods used in this study. This cross-case analysis was designed to answer these research questions: What impact did the implementation of a comprehensive bilingual program from Altura High School and Parkland High School have on school culture and teachers' perceptions and practices? What impact does a comprehensive bilingual program have on the academic outcomes of students? What organizational change does the implementation of a rigorous (college preparation) bilingual program create on a high school campus? As I examined and analyzed the data to answer these questions, I learned the stories of administrators, teachers, parents, and graduates of these historic high schools. Through their stories, we can begin to have insight into the struggles and celebrations these individuals have experienced, as they have been part of bilingual programming at the comprehensive high school level. They are the minority on so many levels.

I conducted face-to-face semi-structured interviews and engaged in a limited document analysis to consider school and student data and district and state policies. I obtained the information for the document analysis from the Desert Sun Public Schools using the standard request procedures outlined in Chapter Three. I took these steps to gain specific knowledge as to the impact the implementation of bilingual programs has on these high schools and understand how school culture and teacher perceptions and practices changed as a result of the bilingual program. All participants volunteered for this study. The face-to-face interviews took place at the school in a private setting.

Purpose of the Study

Bilingual education program models at the high school level are scarce, especially in the United States of America. This is also true in the research and literature. I set out to learn about and understand the impact the implementation of a comprehensive bilingual program at Altura High School and Parkland High School would have on school culture and teachers' perceptions and practices. In addition, I wanted to understand the impact a comprehensive bilingual program would have on the academic outcomes of students and the organizational change that occurs given the implementation of a rigorous (college preparation) high school bilingual program.

Education is unique in that it is one of the only enterprises in our society that has such a broad and profound influence on so many role groups. Entire communities depend on their school system to provide a strong instructional program and social services to accommodate the diverse learning and social needs of their most precious asset - the students. Educators (i.e. administrators, teachers, educational assistants, etc.) are affected by the educational structure, programming, and framework. It is critical that the systems and instructional programming are correctly set up to ensure student success that will translate into a thriving community.

A cross-case analysis is a research method that can mobilize knowledge from individual case studies. My intention was to propose that mobilization of case knowledge occurs when researchers accumulate case knowledge, compare and contrast cases, and in doing so, produce new knowledge. It is important to recognize that the "new knowledge" I have strived to illustrate is isolated to two schools, in one school district, in a single state in the United States of America. Moreover, the number of individuals interviewed for the

purposes of this study was limited, thus, the point of view of these individuals, while representative, was not extensive. I caution the reader that this is one study in one part of the world and should be put in context with other studies and the broader scope of literature and scholarship that has been conducted on this topic.

Vertical Alignment with K-12 Programs

Part of the work in building strong bilingual programs at a high school is ensuring that vertically aligned programs support each other, beginning at the elementary and middle schools that feed that given high school. This was a central finding from this study. Common standards of programming in grades K-12 will contribute to increased student performance at every level. This type of approach will require school district support, direction, and articulation. Support offices in curriculum, instruction, and professional development need to have staff members that are up-to-date with most the recent research and able to offer relevant support and professional development to schools across the continuum. School districts also need to provide opportunities for teachers at the different levels to engage in meaningful vertical articulation opportunities and engage in common professional development experiences. This professional development should also be provided in the target language of delivery.

Bilingual Seal

Enhancing the promotion of the bilingual/bi-literacy seals across the grade levels will bring an added sense of rigor and relevance to the bilingual program model in a school cluster (K-12 pipeline: elementary, middle, and high schools). Third grade, fifth grade, eighth grade, and twelfth grade are widely accepted as transitional points in academic development based on standards and academic language; why not honor students who meet

these rigorous standards throughout their academic career in grades K-12? Seals at different levels could increase the relevance and awareness of being a true bilingual, bi-literate, and bi-cultural student who aspiring to reach post-secondary education.

High School Redesign as it Relates to Bilingual Programs

At the national level, standards are set to ensure that students are ready for the 21st century. Yet, teacher preparation, development of standards, and professional development do not reflect the changing demographics of our nation or our world. Furthermore, the current climate of high school redesign and education reform calls for a battery of tests to be given to students to measure their proficiency. The content of these assessments does not reflect the multiculturalism or multilingualism present in today's public schools (Contreras, 2011; Cummins, 1996; Gándara & Contreras, 2009; Graham, 2007).

As educators, we are called to educate the whole person. Education is about human formation, not merely teaching kids how to memorize and spit back information. Students are not widgets being produced in an education factory. Schools are human learning communities. Real education involves the human formation of the whole person: mind, body and spirit. We understand that there are multiple intelligences, learning styles and human personalities, yet it often appears that current education reforms are trying to force students into their standardized model where kids are classified (as successful) by tests. Einstein (1961) taught that "imagination is more important that knowledge" (p. 19). Why aren't we listening to Einstein? Success is not determined by tests, but by discovering how a student is smart, not whether they are smart (Einstein, 1961). Culture also plays a huge factor in successful education. The more a student is connected to their culture, the more powerful they feel, the more powerful they become, and the more their self-esteem grows (Gándara &

Contreras, 2009; Garcia, 2009). The more that their self esteem grows, the more likely a student is to be successful in school (Gándara & Contreras, 2009; Garcia, 2009). Only dedicated teachers know what no test can predict or measure.

The future of public education in New Mexico is at a tipping point. Educational reforms currently being rolled out in New Mexico are leading to a crisis in the recruitment and retention of teachers. There are currently 513 openings in New Mexico. This number includes teaching positions, instructional coaching positions, counselors and ancillary services such as speech pathologists, social workers, and other certified therapists. This does not include administrative vacancies (Trujillo, 2015). Of the 513 openings, 468 are teaching positions, 12 are counseling positions and 35 are for ancillary services (Trujillo, 2015). The central region of the State of New Mexico has the greatest need for teachers. In fact, the central region has 50% of the openings (257). There is an extreme shortage of Special Education teachers in New Mexico, accounting for 32% of the vacancies (Trujillo, 2015). Elementary teachers are needed throughout the state. Elementary (PreK-6) openings represent 23% of the vacancies (Trujillo, 2015). There is a shortage of Math and Science teachers throughout the state of New Mexico. Math (34) and Science (29) account for 13% of the vacancies (Trujillo, 2015). It is important to include counselors and ancillary service providers when we discuss vacancies in New Mexico. There are currently 47 openings in these areas (Trujillo, 2015).

Statewide, experienced teachers are opting for early retirement. The degree to which politics (i.e. Common Core and excessive testing) affects public education can feel so overwhelming that it may be pushing potential teachers to opt for other career paths. Ever-changing mandates and directives from the State regarding school grades and teacher

evaluation create low morale among teachers and make it very hard for teachers to feel inspired. Many teachers feel like these reforms make teachers look like failures in the public eye. Simply put, the love teachers feel for their work is being eliminated as more and more is being put on their back. Ravitch calls these reforms "misguided" and "part of the lost purpose of schools reforms" (2013, p. 33). Ravitch's sentiments are echoed in Darling-Hammond's comments about current school reforms in America:

> Someday we will say, as we should be saying now, that we cannot tolerate the loss of so many young lives. We cannot continue to blame teachers, principals, and schools for our collective abandonment of so many children. We cannot allow, and should no longer permit, the income inequality that protects the billionaires while neglecting the growth of a massive underclass. The age of the Robber Barons has returned. Good for them, but bad, very bad, for America (Darling-Hammond, 2003, p. 87).

Identification of Students in Bilingual Programs

Currently, in the state of New Mexico and in its eighty-nine school districts, there is no expectation that data be kept on students who are enrolled in bilingual programs. Thus, students who are enrolled in various maintenance or dual language programs are not followed based on their attendance, discipline, test scores, graduation, rates, and so on. Reporting expectations by the state are splintered and inconsistent, yet we need to be able to monitor the trends in student achievement data and other data about our students. For example, the State of New Mexico does mandate that students who have an ACCESS test score of 4.9 or below be placed in an ELL class. Reports are run to ensure such placement. In addition, the bilingual application is due on an annual basis; however, this information is collected by hand and not easily accessible for review. Student enrollment in bilingual

programs should be recorded in the same way as gender, ethnicity, and special education status.

Policy Recommendations

In order to have a strong bilingual program, systematic conditions are needed to efficiently deploy bilingual programming. This includes having a knowledgeable administration that is able to support bi-literacy development and recruit a strong bilingual and TESOL faculty to support the program. School administrators should have familiarity with topics such as second language acquisition, bi-literacy and bi-cultural curriculum. In a state like New Mexico, given the demographics, I believe it is essential that administrators be trained in leadership for diverse student populations. I would propose to the New Mexico State Legislature and the New Mexico Public Education Department that this training (possibly in the form of a class) be built into the requirements for administrative licensure in the State of New Mexico. This training or curriculum would include an introduction to bilingual, bi-literate, and bi-cultural programs, socio-economics/poverty and its impact on academic achievement, poverty, TESOL (teaching English to speakers of other languages) programs, and the history of bilingual programming in NM. It is my hope that such an initiative would prepare New Mexican educational leaders to take on district-level roles as they pioneer the transformation of their school districts, using bilingual education as a catalyst for this change.

As I learned from these interviews, most high school counselors in the Desert Sun Public Schools have a caseload of over five hundred students. This reality makes it extremely difficult for counselors to dedicate the individual time needed to adequately support the many needs of an individual student. Such large case loads make it difficult for

counselors to guide students through their high school experience toward their post

secondary educational pursuits. It also prevents them from being dedicated advocates who

can support the needs of students to ensure that they can be successful in all settings. In

addition, during times of crisis (i.e. suicidal ideation, homicidal ideation, family death,

deportation, culture shock, violence within the home, and poverty) it is imperative that

counselors have the time to adequately support their students. Such large case loads make

this very challenging and in essence, this reality compromises the very role of a high school

guidance counselor.

It is important to have counselors who are familiar with bilingual and multicultural

programs. If possible, it is always optimal to have counselors who speak the same

language(s) as the students and parents they serve; this enhances communication. Having

counselors who are familiar with bilingual programs means they are more likely to be

prepared to correctly review transcripts (often students are from counties besides the United

States) and ensure proper student placement. Counselors with these skill sets will increase

the number of bilingual seal recipients and could lead to additional support for students in the

classroom. Thus, I recommend that the Desert Sun School District look at ways to reallocate

their bilingual funds to support more counselors in the high school who are specifically

assigned to serve students who are enrolled in bilingual programs.

As a state, we must focus on teacher preparation programs so that the candidates in

those program mirror the communities the universities serve. For example, why are so many

graduates not prepared or equipped to teach the diverse student populations in New Mexico?

Further, why are so few teachers coming out of teacher preparation programs throughout the

state? Currently in New Mexico, there is a lack of course work for teachers to develop their

own academic language. Furthermore, very few candidates are entering such programs in the first place. Thus, I recommend that the universities and public schools in the state take proactive steps to partner with each other in building up teacher pipelines. The field of education is a noble and critically important profession. I would further recommend to the New Mexico Public Education Department and school districts throughout the state that they work in partnership to establish recruitment programs and/or incentives to identify teachers within our communities who can teach content classes using high academic language in Spanish.

As populations and demographics change, so does the educational context. Continuing education is not a foreign concept to many in the field of education in other states and in other professions throughout our nation. Graduating with a teaching credential that does not need to be enhanced throughout an entire career leads to stagnant teaching and outdated pedagogy and methodology. I recommend to the New Mexico Public Education Department that a continuing education program be established in the state to assist and support teachers in teaching within the diverse and ever-changing schools in our state. We teach our students to never stop learning; the same should be true for us.

It is essential that principals have the authority to hire the staff that is best suited for the task at hand, such as implementing bilingual programs and creating the educational community and learning environment they are striving to achieve. This includes hiring staff that is experienced in teaching and serving in bilingual schools. This may also mean hiring teachers who have a bilingual and/or TESOL endorsement on their teaching license. Principals must have greater autonomy in the hiring process in order to be able to hire for their mission. Currently, negotiated agreements, must hire lists, and other district-imposed

constraints make it very difficult for principals to achieve this goal. I recommend to districts in the state that are working to build bilingual programs in their school districts that they provide the principals the autonomy to hire their own teaching staff.

As outlined above, being able to hire for the mission is absolutely critical as any building level administrator works to establish programs. However, being able to adequately and freely staff a school is only the beginning. Strong building leaders must be able "walk the talk" and "lead by example." The principal at AHS used both of these terms and spoke about the need for continued leadership, support of teachers in terms of professional development, and commitment to the bilingual program. In New Mexico, school leaders do not have the luxury of squandering human capital. The reality is that New Mexico does not have a large pool of applicants or interest in terms of individuals knocking on the door to join the teaching profession. Therefore, principals must work deliberately and lead with great focus, for if great care is not exercised in the leadership of schools, we run the risk of losing human capital.

At AHS we learned about the "two schools under one roof" reality many feel exists and at PHS the interviews manifested that some feel that Spanish is not valued as an academic language. These realities are of great concern and they are certainly a call to action for the building leader. Scheurich and Skrla (2003, p. 11) compare barriers to believing and learning to believe as transformation models in achieving equity in divided school communities. Furthermore, Noam and Fischer (1996) outline how the leader can be a change agent in uniting communities while specifically emphasizing the role of the leader in modeling values. The work of these scholars and others can and should be considered carefully as the building leaders at AHS and PHS work to unite their campuses.

A well-trained and well-equipped teaching staff to support a strong and defined bilingual program is absolutely critical. It is essential that, when hiring such staff, the administration look to provide mentors to their students who have gone through such programs and/or who are from same cultural and linguistic backgrounds. Teachers in schools need to reflect the student population. Thus, I would propose to school districts that provide bilingual programs that all teachers hired in their school district have or work toward a bilingual and/or TESOL endorsements. Upon hiring, this credential would need to be verified. If this credential is not present on the teacher's license at the time of hire, the school district would require that the teacher show proof of enrollment in necessary course work to obtain this endorsement. Upon verification of enrollment in such course work, they would be given a short-term contract dependent on the completion of the aforementioned requirements. This training would enhance teachers' ability to differentiate and shelter their instruction.

A vigorous attempt to explain bilingual education to the public is critical, why it works to help children acquire English as well as the fact that it works. In other words, it is essential to educate the public as to the positive effects of bilingual education. In addition, university-level researchers and other scholars must devote their efforts to core issues in bilingual education as to ensure that there is more theoretical evidence to support such programs, especially at the high school level. Improved school libraries and resource centers are also needed, providing additional material to read in both languages. This will result in more recreational reading and more language acquisition and literacy development, and even better results from our bilingual programs.

Finally, I would recommend that the New Mexico State Legislature direct the Legislative Education Study Committee to evaluate ways in which community efforts can be implemented to support bilingual early childhood education, bilingual programs for families, and bilingual parent engagement opportunities. Beginning such initiatives in a state like New Mexico will not only enhance our communities but lead to enhanced outcomes for our students overall.

Next Steps

This research could easily be replicated at other school sites as a single case study or at multiple sites for cross-case analysis. In fact, school leaders who are building bilingual programs at their district or school site can use much of the information and data from this study. Adding quantitative data collection could include surveying teachers, parents, and students about their impressions of bilingual programs at their school sites. This information could provide district or school leaders the evidence needed to further the work at their location(s). Additionally, interviewing teachers is important to developing relationships with teachers and ensuring they have the support they need as they work to implement such programs.

It would be useful to follow the teachers that I interviewed. A case study of individual teachers, rather than the school(s), would assist in understanding how they navigate the obstacles of program implementation.

College students who received the bilingual seal. It would be potentially very informative to analyze the college remediation and graduation rates of the students who graduated from these two high schools and received the bilingual seal. This would shed light on the role this process played in the student's long-term academic pursuits.

Feeder patterns. A longitudinal study of groups of students moving through bilingual programs at the feeder schools in the district might make it possible to understand how such early participation impacts success in high school.

District wide. Comparing all the high schools in the district with each other could be valuable in considering the effect of bilingual programs on students. For example, looking at how students (ELL, maintenance, dual language, etc.) compare to each other in regards to attendance, discipline, proficiency, and graduation rates could be a powerful next step. It would also be interesting to compare how students fare against each other when considering schools with and without a bilingual program.

Racism, discrimination, and instructional practices. Looking at these issues critically could be important in informing this district's professional development plan. Survey research and/or interviews could assist in this venture.

> Until we are willing to take a profound look into the beliefs of teachers and implications of those beliefs on students, we will continue our surface level changes in the United States education system and shy away from examining and addressing the deep rooted beliefs that impact our children on a daily basis in our schools (Blakey, 2013, p. 102).

Conclusion

Equity in educational programming is critical for the evolving student population we have in the State of New Mexico and in the entire nation. Effective and high quality bilingual programs are a critical element in meeting the ever-evolving demographics our schools will be serving in the future. It is important that as a society we move away from the mentality that bilingual programs exist only so that students become proficient in English.

This is not the sole objective of bilingual programming. Rather, the purpose of such programming is to foster a true bilingual, bi-literate, and bi-cultural student identity.

As a bilingual educator, I have seen various types of bilingual programs administered in urban and rural settings, some with great effectiveness and care and others with little to no attention. Some of these programs have been rooted in research and best practice with an emphasis on high quality instruction and academic language and others have been simply based on culture and tradition in an effort to preserve pride in a dying language. I have seen comprehensive multi-component programs run out of a comprehensive high school and I have seen pullout programs run out of elementary schools. New Mexico is a unique state in terms of demographics and linguistic tradition, from English to the various dialects of Spanish (native New Mexican vs. Mexican) to the plethora of native languages spoken in our state. The many languages recently being introduced to our state now complement these traditional languages. Parkland High School is a perfect example of many linguistic and cultural groups coming together and co-existing.

With every passing year, I grow more and more concerned with the state of bilingual programs in our state and nation. As I mentioned in Chapter One, our national and state demographics continue to change so rapidly that our approach needs to evolve with these demographics. Programs cannot simply be established to satisfy a need nobody wants to talk about or to support the bi-annual mariachi festival or Spanish spelling bee. Our students and communities have a right to a diverse, high quality education that is representative of who they are. It is my hope that this study will contribute to this conversation and to the ability of education leaders to think critically and work proactively to build quality bilingual programs at the high school setting.

This research helped address the questions that I began with, but left me with many more to answer. I am hopeful that I will be able to use this research to continue examining the reality of bilingual education in our state and begin working with school leaders and policy makers to create the conditions for authentic student learning. The hard realizations outlined in this study are important for school leaders and education reformers to understand if they hope to encourage change in our schools.

References

Ada, A., & Savadier, E. (2002). *I love Saturdays y domingos*. New York, NY: Atheneum Books for Young Readers.

Alcoff, L. (1993). *Feminist epistemologies*. New York, NY: Routledge.

Altura High School: Home Page. (2016).

Anderson, G. (2009). *Advocacy leadership toward a post-reform agenda in education*. New York: Routledge.

AVID Weekly Marking the Text. (n.d.). Retrieved November 13, 2015, from https://www.sps186.org/downloads/blurbs/23663/Marking The Text.pdf

Banks, J. (2012). *Encyclopedia of diversity in education*. Thousand Oaks, California: SAGE Publications.

Bolgatz, J. (2005). *Talking race in the classroom*. New York: Teachers College Press.

Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.

Blakey, G. (2013). The relationships between the process of acculturation of teachers and beliefs of student learning (Unpublished doctoral dissertation). The University of New Mexico, Albuquerque, NM.

Bloom, M. (2007). Tensions in a non-traditional Spanish classroom. *Language Teaching Research, 11*(1), 85–102.

Bullough, R., Knowles, J. G., & Crow, N. (1992). *Emerging as a teacher*. New York: Routledge.

Buntin, J. (2014, January). A Battle Over School Reform: Michelle Rhee vs. Diane Ravitch. *Governing The States and Localities*, 1-4.

Carlos, H. Cantu Hispanic Education and Opportunity Endowment. (n.d.). Retrieved January

    10, 2016, from http://teep.tamu.edu/cantuabout.htm

Cherubini, L. (2009). New Teachers' Perceptions of Induction: Insights into Principled

    Practices. *Alberta Journal of Educational Research, 55*(2), 185-198.: Sage.

Clotfelter, C., Ladd, H., & Vigdor, J. (2007, March 1). How and Why Do Teacher

    Credentials Matter for Student Achievement? Retrieved January 10, 2016, from

    http://www.caldercenter.org/sites/default/files/1001058_Teacher_Credentials.pdf

Collier, V., & Thomas, W. (2009). *Educating English learners for a transformed world*.

    Albuquerque, N.M.: Dual Language Education of New Mexico/Fuente Press.

Contreras, F. (2001). *Achieving equity for Latino students: Expanding the pathway to higher*

    education through public policy. New York: Teachers College Press.

Costa, A., & Sebastian-Galles, N. (2014). How does the bilingual experience sculpt the

    brain? *Nature Reviews Neuroscience, 10*(1038), 336-345.

Creswell, J. (2002). *Research design: Qualitative, quantitative, and mixed methods*

    approaches. Thousand Oaks, CA: Sage.

Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge,

    England: Cambridge University Press.

Cummins, J. (2004). *Negotiating identities: Education for empowerment in a diverse society*.

    Ontario, CA: California Association for Bilingual Education.

Daniels, H. (2001). *Vygotsky and pedagogy*. London: Routledge Falmer.

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching.

    Alexandria: ASCD.

Danielson, C. (2009). Talk About Teaching: Leading Professional Conversations. Corwin:

    Thousand Oaks.

Darling-Hammond. (2003). Keeping good teachers: Why it matters what leaders can do.

    Educational Leadership, 55(5), 6-11.

Delpit, L. (2012). *"Multiplication is for white people": Raising expectations for other*

    people's children. New York: New Press.

Desert Sun Public Schools. (September 11, 2014).

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices*

    for enhancing student achievement. Bloomington, Ind.: National Education Service.

Duncan, G.J., & Murnane, R.J. (Eds.). (2011). *Whither opportunity? Rising inequality,*

    schools, and children's life chances. New York: Russell Sage Foundation.

Duncan-Andrade, J.M.R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities*

    for moving from theory to practice in urban schools. New York, NY: Peter Lang.

Einstein, A. (1961). *Relativity: The special and the general theory; a popular exposition.*

    (17th ed.). New York, NY: Crown.

Every Student Succeeds Act (ESSA). (n.d.). Retrieved January 10, 2016, from

    http://www.ed.gov/essa

Flores, M. A. (2004). The impact of school culture and leadership on new teachers' learning

    in the workplace. *International Journal of Leadership in Education, 7*(4), 297-318.

    doi: 10.1080/1360312042000226918

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed*

    social policies. Cambridge, MA: Harvard University Press.

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell Pub.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY: Basic Books.

Gasperini, L. (2000). *The Cuban education system: Lessons and dilemmas*. Washington, D.C.: Education Reform and Management Team, Human Development Network - Education, World Bank.

Gonzales, A., & Winograd, P. (2012, November 12). Our Future, Our Challenge, Our Call to Action. Retrieved January 10, 2016, from http://cepr.unm.edu/

Graham, P. (2007). *Schooling America: How the public schools meet the nation's changing needs*. New York: Oxford University Press.

Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Halliday, M. (1993). Towards a language-based theory of learning. *Linguistics and Education, 5,* 93-116.

Henze, R. (2002). *Leading for diversity: How school leaders promote positive interethnic relations*. Thousand Oaks, CA: Corwin Press.

Hodgkinson, H. (2001). Educational demographics: What teachers should know. *Educational Leadership, 58*(4), 6-11.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

Lasky, S. (2014). Emotions as a lens to explore teacher identity and change: Different theoretical approaches. *Teaching and Teacher Education, 21*(8), 895-898.

Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2004). How successful leadership influences student learning: The second installment of a longer story. *Second International Handbook of Educational Change, 23,* 611-629.

Long, B. (2003). *The impact of federal tax credits for higher education expenses*. Cambridge, MA: National Bureau of Economic Research.

Lortie, D. C. (1975). *Schoolteacher: A sociological study.* Chicago: Chicago Press.

Maher, F.A., & Tetreault, M.K. (1993). Frames of positionality: Constructing meaningful dialogues about gender and race. *Anthropological Quarterly, 66*(3), 118-127.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria: ASCD.

Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Seattle, WA: Pear Press.

Menken, K. & Solorza, C. (2014). Principals as linchpins in bilingual education: The need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism*, *18*(6), 676-697.

Mondragón, J., & Stapleton, E. (2005). *Public education in New Mexico*. Albuquerque: University of New Mexico Press.

Muhammad, A. (2009*). Transforming school culture: How to overcome staff division*. Bloomington, IN: Solution Tree Press.

Murnane, R., & Levy, F. (1996). *Teaching the new basic skills: Principles for educating children to thrive in a changing economy*. New York, NY: Free Press.

Myles, C. (2003). *Raising bilingual children: A parent's guide*. Los Angeles, CA: Parent's Guide Press.

New Mexico Public Education Department. (September 11, 2014). Retrieved September 11, 2014, from http://ped.state.nm.us/ped/index.html

Nieto, S. (2001). *Critical perspectives for a new century*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Noam, G. G., & Fischer, K. W. (1996). *Development and vulnerability in close relationships*. Mahwah, NJ: L. Erlbaum.

No Child Left Behind. (2001). Retrieved January 25, 2016, from http://www2.ed.gov/nclb/landing.jhtml

Olebe, A. (2006). *Influence of Latino teachers on Latino students*. Claremont, CA: Claremont Graduate University.

Ovando, C. (2003). Bilingual education in the United States: Historical development and current Issues. *Bilingual Research Journal, 27*(1), 1-24.

Parkland High School: Home Page. (September 11, 2014).

Peshkin, A. (1997). *Places of memory: Whiteman's schools and Native American communities*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Pew Research Center. (January 24, 2015). Retrieved January 24, 2015, from http://www.pewresearch.org/

Pogash, C. (2008, March 8). Free lunch isn't cool, so some students go hungry. *The New York Times*. Retrieved January 5, 2016, from http://www.nytimes.com/2008/03/01/education/01lunch.html

Porter, R. (1998, May 1). The Case Against Bilingual Education. *The Atlantic*, 1-10.

Potowski, K., Jegerski, J., & Morgan-Short, K. (2009, September). The effects of

    instruction on linguistic development in Spanish heritage language speakers.

    Language Learning, *59*(3), 537–579.

Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to*

    America's public schools. New York City, NY: Alfred A. Knopf.

Reardon, S. F. (2011). The widening academic achievement gap between the rich and the

    poor: New evidence and possible explanations. In G.J. Duncan & R.J. Murnane

    (Eds.), *Whither opportunity? Rising inequality, schools, and children's life chances*

    (pp. 1-50). New York, NY: Russell Sage Foundation.

Roberts, S. (2001). *Remaining and becoming: Cultural crosscurrents in an Hispano school*.

    Mahwah, NJ: L. Erlbaum Associates.

Rodriguez, R. (1983). *Hunger of memory: The education of Richard Rodriguez: An*

    autobiography. Toronto: Bantam Books.

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectations and*

    pupils' intellectual development. New York: Holt, Rinehart, and Winston.

Sawyer, R. (2006). *The Cambridge handbook of the learning sciences*. Cambridge, UK:

    Cambridge University Press.

Scheurich, J., & Skrla, L. (2003). *Leadership for equity and excellence: Creating high-*

    achievement classrooms, schools, and districts. Thousand Oaks, CA: Corwin Press.

Trujillo, K., (2015). *Teacher vacancies in New Mexico December 2015*. Albuquerque, NM:

    New Mexico School Personnel Association.

Theobald, N. (2015) Bilingual education: Cause or cure. 1-19. Retrieved July 5, 2015, from

    http://perg-tamu.com/documents/2015/6/report023.pdf

Unz, R. (2014). California Republicans vote to restore "Bilingual Education". *The Unz Review,* 1-5.

Valverde, L. (2012). *The Latino student's guide to college success* (2nd ed.). Santa Barbara, CA: Greenwood.

White, E. (2005). *Leadership beyond excuses: The courage to hold the rope*. Camby, IN: Power Publishing.

Winograd, P. (2011, February 4). Remedial and developmental education in New Mexico's colleges: Which students and what Courses? Retrieved January 10, 2016, from http://cepr.unm.edu/uploads/docs/cepr/Remedial%20And%20Developmental%20Education%20In%20New%20Mexicos%20Colleges%20-%20Which%20Students%20and%20What%20Courses%202%204%202011.pdf

Wolfe, P. (2010). *Brain matters translating research into classroom practice* (2nd ed.). Alexandria, VA: ASCD.

Wong-Filmore, L. (2001). *Scott Foresman ELL: Accelerating English language learning.* (Sunshine ed.). White Plains, NY: Longman.

Yin, R. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage Publications.

Appendices

Appendix A

Interview Questions

Questions for teachers

1. How long have you been teaching?

2. Where have you taught and at what levels?

3. What are your teaching endorsements?

4. What is your overall teaching philosophy? Share with me how you developed your philosophy.

5. What is your identity? What is your teacher positionality?

6. What is a highly effective teacher? How would you know one when you saw one?

7. What was your involvement in the creation and implementation of the bilingual program at your high school?

8. How do you define rigor? How did you arrive at this definition?

9. How do you stay current with educational research? How does research affect your instructional practices?

10. Is the Spanish language valued as an academic language in your school?

11. How would you define your school's culture? What changes have you seen in the last four years?

12. What role(s) should school leaders play in the development, implementation, and maintenance of a bilingual program at a high school?

13. What type of information do you use to assess weather or not your school's bilingual program is effective?

14. Think about before the bilingual program was established at your school. Now, think about your school after the bilingual program was established. How has teacher outlook changed or evolved?

15. How does the bilingual program prepare students for post secondary education?

16. Since the bilingual program was established what changes in organizational structures have you noticed?

17. What is the value receiving the Desert Sun Public Schools Bilingual Seal?

18. Is there anything else you would like to share with me that I did not cover in these questions?

Questions for educational leaders

1. How long have you been in the field of education?

2. What positions have you held in education and at what levels?

3. What are your teaching endorsements?

4. What is a highly effective teacher? How would you know one when you saw one?

5. What was your involvement in the creation and implementation of the bilingual program at your high school?

6. How do you define rigor? How did you arrive at this definition?

7. How do you stay current with educational research? How does research affect your instructional practices?

8. Is the Spanish language valued as an academic language in your school?

9. How would you define your school's culture? What changes have you seen in the last four years?

10. What type of information do you use to assess whether or not your school's bilingual program is effective?

11. Think about before the bilingual program was established at your school. Now, think about your school after the bilingual program was established. How has teacher outlook changed or evolved?

12. How does the bilingual program prepare students for post secondary education?

13. Since the bilingual program was established what changes in organizational structures have you noticed?

14. What role(s) should school leaders play in the development, implementation, and maintenance of a bilingual program at a high school?

15. What is the value receiving the Desert Sun Public Schools Bilingual Seal?

16. Is there anything else you would like to share with me that I did not cover in these questions?

Questions for parents

1. How would you identify yourself and your family?

2. What language(s) are spoken at home?

3. What do see as a benefit from learning in two languages?

4. What do you see as a drawback from learning in two languages?

5. What type of bilingual programs did your child participate in while in K-12 education?

6. What schools did your child attend K-12?

7. How would you define your student's high school's culture? What changes have you seen in the last four years?

8. What kind of support outside of the high school did your child receive for their academic and language development?

9. How did the school support you in supporting your child while in high school?

10. What did your child do after high school?

11. Did your child's high school prepare them for post secondary or career readiness?

12. Did your child receive the Desert Sun Public Schools Bilingual Seal?

13. Is there anything else you would like to share with me that I did not cover in these questions?

Questions for students (Graduates)

1. How would you identify yourself and your family?

2. What language(s) are spoken at home?

3. What do see as a benefit from learning in two languages?

4. What do you see as a drawback from learning in two languages?

5. What type of bilingual programs did you participate in while in K-12 education?

6. What schools did you attend K-12?

7. Who supported you in your academic and language development while in high school?

8. How did the school support you in your academic and language development while in high school?

9. What did you do after high school?

10. Did your high school prepare you for post secondary or career readiness?

11. Did you receive the Desert Sun Public Schools Bilingual Seal?

12. Do you see a value in receiving the bilingual seal? Did it serve a purpose?

13. How would you define your school's culture? What changes have you seen in the

last four years?

14. Is there anything else you would like to share with me that I did not cover in these

questions?

Appendix B

University of New Mexico IRB Letter

UNM | Office of the
Institutional Review Board

DATE:	August 20, 2015
REFERENCE #:	08815
PROJECT TITLE:	[760671-2] Bilingual Education at two Urban High Schools: A Cross Case Analysis
PI OF RECORD:	Allison Borden
SUBMISSION TYPE:	Amendment/Modification
BOARD DECISION:	DETERMINATION OF EXEMPT STATUS
EFFECTIVE DATE:	August 20, 2015
REVIEW CATEGORY:	Exemption category 2
DOCUMENTS:	• Advertisement - Recruitment flyer in Spanish (UPDATED: 07/17/2015)
	• Advertisement - Recruitment flyer English (UPDATED: 07/17/2015)
	• Application Form - Amendment July 17 2015 (UPDATED: 07/17/2015)
	• Protocol - Protocol (UPDATED: 08/11/2015)

Thank you for your submission of Amendment/Modification materials for this project. The University of New Mexico (UNM) IRB Main Campus has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations. Because it has been granted exemption, this research project is not subject to continuing review. This determination applies only to the activities described in the submission and does not apply should any changes be made to these documents. If changes are being considered, it is the responsibility of the Principal Investigator to submit an amendment to this project for IRB review and receive IRB approval prior to implementing the changes. A change in the research may disqualify this research from the current review category.

Please use the appropriate reporting forms and procedures to request amendments for this project.

The Office of the IRB can be contacted through: mail at MSC02 1665, 1 University of New Mexico, Albuquerque, NM 87131-0001; phone at 505.277.2644; email at irbmaincampus@unm.edu; or in-person at 1805 Sigma Chi Rd. NE, Albuquerque, NM 87106. You can also visit our website at irb.unm.edu.

Sincerely,

J. Scott Tonigan, PhD
IRB Chair

Appendix C

Desert Sun Public Schools Support Letter

Office of Accountability and Reporting
Research & Evaluation

SUPERINTENDENT

CHIEF ACADEMIC OFFICER

EXECUTIVE DIRECTOR
OFFICE OF ACCOUNTABILITY AND REPORTING

INTERIM DIRECTOR
RESEARCH AND EVALUATION

July 27, 2015

Mr. Gabriel Gonzales

Dear Mr. Gonzales,

Your proposal titled: "**Bilingual Education at two Urban High Schools: A Cross Case Analysis**" has been reviewed and approved by the ███████ Public Schools' Research Review Committee.

In any proposed ███ locations for the study, please show this letter and obtain the consent of the principal and teachers involved before proceeding. Any participation by staff members or students is on a voluntary basis. You must guarantee confidentiality of participants and locations. Please refer to ███ as a "large metropolitan district in the Southwest."

When your research is complete, please send a copy to this office for interested district personnel to review. We wish you well in your investigation.

Sincerely,

For the ███ Research Review Committee

Appendix D

Consent Form

The University of New Mexico
Consent to Participate in Research

Introduction

You are being asked to participate in a research study that is being done by Gabriel Antonio Gonzales, a doctoral student in the Department of Teacher Education, Educational Leadership and Policy (TEELP) in the College of Education. This research is studying the impact of bilingual education at two comprehensive high schools.

You are being asked to participate in this study because you are a school leader (i.e. administrator in charge of each bilingual program), teacher from within and/or outside the bilingual department, parent, or recent graduate from the graduating classes of 2012, 2013, and 2014 from one of the two high schools participating in this study. Approximately 30 people will take part in the interview potion of this study.

What will happen if I decide to participate?

If you agree to participate, the following will happen: I will conduct one semi-structured interview with you that will last about 30-45 minutes.

How long will I be in this study?

Participation in this study will take a total of approximately 30-45 minutes in one session.

What are the risks of side effects of being in this study?

The risks to all participants are minimal. The greatest risk is the inconvenience and time lost while meeting with me.

What are the benefits to being in this study?

There is no direct benefit from participating in the study. All participants may potentially benefit from taking part in the study because they will have the opportunity to think about and/or discuss their role(s) in bilingual programming at the comprehensive high school setting. Additionally, all participants will be given the opportunity to read the findings from this study.

What other choices do I have if I do not want to be in this study?

You have the option not to take part in this study. There will be no penalties involved if you choose not to take part in this study.

How will my information be kept confidential?

No identifiable information will be used. All participants in the study will be identified in the final dissertation through pseudonyms.

We will take measures to protect the security of all your personal information, but we cannot guarantee confidentiality of all study data.

Information contained in your study records is used by study staff and, in some cases it will be shared with the sponsor of the study. The University of New Mexico Institutional Review Board (IRB) that oversees human subject research and/or other entities may be permitted to access your records. There may be times when we are required by law to share your information. Your name will not be used in any published reports about this study.

What are the costs of taking part in this study?

None.

Will I be paid for taking part in this study?

No, you will not be paid for taking part in this study; this is completely voluntary.

How will I know if you learn something new that may change my mind about participating?

You will be informed of any significant new findings that become available during the course of the study, such as changes in the risks or benefits resulting from participating in the research or new alternatives to participation that might change your mind about participating.

Can I stop being in the study once I begin?

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study.

Whom can I call with questions or complaints about this study?

If you have any questions, concerns or complaints at any time about the research study, contact the PI at 505-___-____ anytime.

If you would like to speak with someone other than the research team, you may call the UNM Office of the IRB at (505) 277-2644.

Whom can I call with questions about my rights as a research participant?

If you have questions regarding your rights as a research participant, you may call the UNM Office of the IRB (OIRB) at (505) 277-2644. The IRB is a group of people from UNM and the community who provide independent oversight of safety and ethical issues related to research involving human participants. For more information, you may also access the OIRB website at http://irb.unm.edu.

CONSENT

You are making a decision whether to participate (or to have your child participate) in this study. Your signature below indicates that you/your child read the information provided (or the information was read to you/your child). By signing this consent form, you are not waiving any of your (your child's) legal rights as a research participant.

I have had an opportunity to ask questions and all questions have been answered to my satisfaction. By signing this consent form, I agree to participate (or let my child participate) in this study. A copy of this consent form will be provided to you.

_____

Name of Adult Subject (print)

_____   _____

Name of Adult Subject (sign)   Date

INVESTIGATOR SIGNATURE

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.

_____

Name of Investigator/ Study Team Member (print)

_____   _____

Name of Investigator/ Study Team Member (sign)   Date

Appendix E

Definitions

- Pattern building

  o Compares an empirically based pattern with a predicted one to strengthen

     internal validity

  o Non-equivalent dependent variable as a pattern

  o Rival explanations as patterns

  o Simpler patterns

- Explanation building

  o Relevant to explanatory case studies

  o Iterative nature of expiation building

  o Risk of drifting away from the original topic of interest

- Time-series analysis

  o Only a single dependent and independent variable

  o Detailed and precise tracing of events

  o Trend matching with stated proposition, rival trends, or trends based on

     artifacts

  o Chronologies to investigate presumed casual events

  o Interruption in time series as a potential casual relationship

- Logic models

  o Stipulates a complex chain of events over time

  o Staged in repeated cause-effect relationship

  o Analysis can also entertain rival chains of events, and spurious external events

- o Could be individual level or organizational level logic model

- Cross case synthesis

  - o Pattern matching using word tables

Appendix F

Marking the Text for Data Analysis

8 | ▆▆▆▆▆ | I have taught Culinary Arts 1, Culinary Arts 2, Food Service 1, Food Service 2, Dual Credit for CNM. I've taught Chicano Studies. I've taught Communication. I've taught ... It's called Work Exploration. I've taught a business class. I believe that's it. The levels are all levels ranging from D level kids, what was called D level kids at that time, all the way to gifted.

9 | Speaker 1: | Middle school, high school?

10 | ▆▆▆▆▆ | High school only.

11 | Speaker 1: | High school.

12 | ▆▆▆▆▆ | I've taught high school only in the special ed department. I've taught English 10, 11, 12, Computer Experience, a CNM Dual Credit class, Life Skills, a Math class. I believe that's it.

13 | Speaker 1: | What are your teaching [endorsements 00:01:31] in?

14 | ▆▆▆▆▆ | Mine is in family consumer science, health and ... I have one more but I can't think of it right now.

15 | ▆▆▆▆▆ | I am in business education and special education.

16 | Speaker 1: | What is your overall teaching philosophy and how did you developed this philosophy?

17 | ▆▆▆▆▆ | My teaching philosophy is that you give what you get pretty much basically with ... Our youth is our up-and-coming. Those are our citizens that are coming up, especially at-risk youth which I enjoy working with the most. It's almost like a train. You're on a train. My little cart is the food cart. You, administrators, of course, you're our engines. We have all the way to the caboose which are our janitors. They're the carts that are all in between the social studies, the math, the English. We're all chugging along that little line. We're taking our kids through that railroad of life.

I'm the food cart. Not only are they getting to see the sights but also getting to know and to taste and to see the kids really open up, especially our population at Albuquerque High, those kids, they're used to what they eat every night. They're used to the same thing everyday. To give them something different, you can see that. To me, that's my teaching philosophy.

18 | ▆▆▆▆▆ | My philosophy in the special education department is that all kids learn, can learn but they just learn differently. My instruction is very different to all different levels of kids. My final goal or ultimate goal with them is that they graduate.

19 | Speaker 1: | What is your identity? What is your teacher ...

Appendix G

Summarizing Common Themes

Q1: Identity
- Structured Teacher who uses different modalities in development of curriculum
- High standards
- Child at heart w/ students
- Identify as White Latina
- Lives w/ Spanish Culture everyday
- Helps relate to students
- Herder (shepherds students)
- Set Boundaries, provide for & lead students
- Community member - give back to kids
- Prepare students for life outside community
- Education should be based on cultural values
- Never forget why I'm a teacher, who I'm a teacher for, and why I chose to be a teacher. - The answer to these 3 questions is because I love the youth.

Q3. Effective Teacher
- Uses standards to develop curriculum while maintaining high standards
- Implementation + Expectation for completion of student work.
- Models + shares w/ Colleagues.
- Teach at highest level possible and design units so All can achieve.
- Maintain a comfortable teaching environment.
- Students should enjoy learning.

- Engage students in content. Engage students as think[ers] using critical literacy. Respected by peers, teacher leade[rs] goes above & beyond, looks at practice + how it evol[ves]

- The kids will identify good teachers who keep them interested, open eyes and minds. Great teachers inspire student w/ their passion

Appendix H

Find and Replace on Microsoft Word
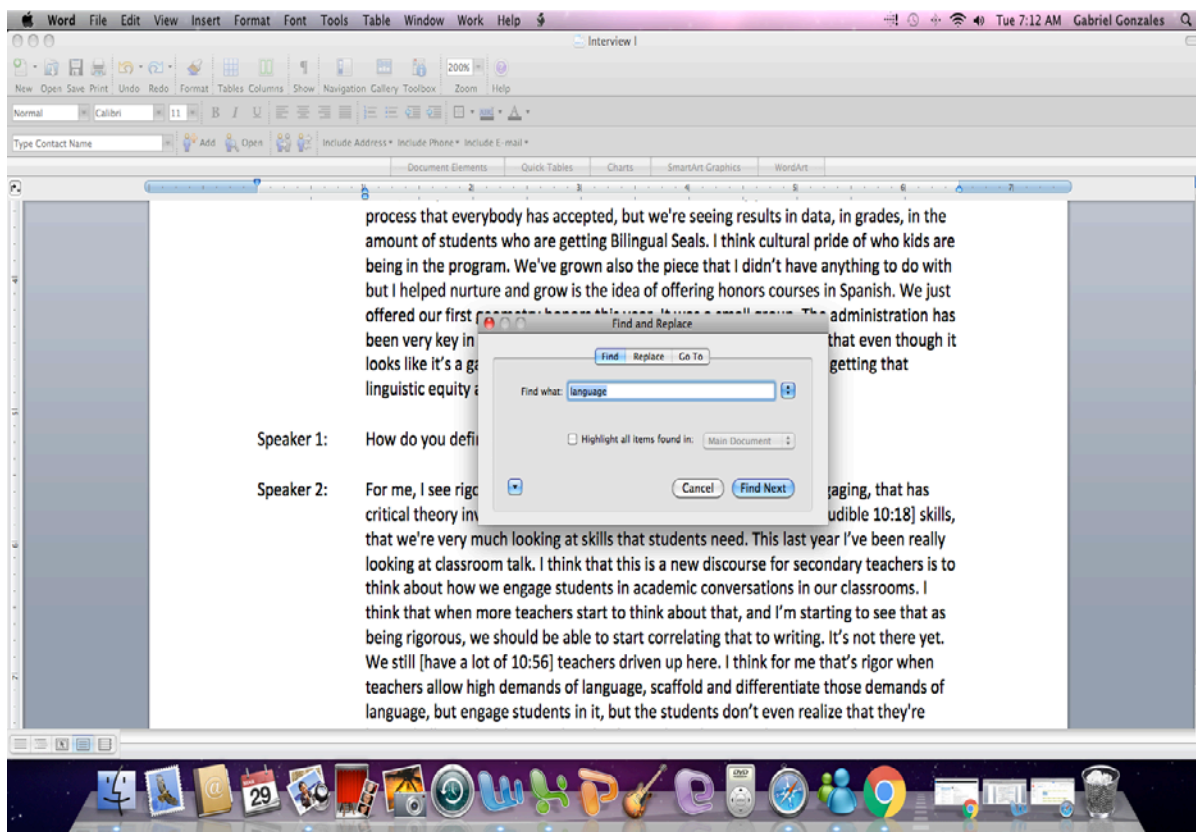
Appendix I

New Mexico School Grade Calculation Procedure

Current Standing

Current standing answers the question, "How did students perform in the most recent school year?" by calculating the percent proficient (20 points) and analyzing performance for a school's student characteristics for the past three years (10 points).

The percent proficient component uses the percentage of students that are proficient or advanced in math and reading. The student characteristics component consists of isolating factors that can influence student performance (gender, race/ethnicity, free/reduced price low status, disability status, language status, full academic year status, schools size, prior achievement.

School Growth

School growth of highest achieving students answers the question, "How well did the school help the highest 75% of individual students improve?" by analyzing performance for a school's student characteristics for the past three years (15 points).

The school growth component consists of comparing groups of students over time. The school growth estimate is based on tracking the school proficiency & school characteristic over a three-year period. Individual student growth scores follow individual students overtime and estimates and achievement growth trajectory for each student.

School growth of lowest achieving students answers the question, " How well did the school help the lowest 25% of individual students improve?" by analyzing performance for a school's student characteristics for the past three years (15 points).

Graduation Rate

The graduation rate factor answers the question, "How does the school contribute to on time graduation and improve over time?" by calculating percent graduating in four years (8 points), percent graduating in five years (4 points) and analyzing school growth taking into account school characteristics for the past three years (5 points).

The basis for graduation for the four and five-year rate is 95%. Schools also receive points and growth and graduation rates over the past three years

Career and College Readiness

Career and college readiness answers the question, "Are students prepared for college and career and what lies ahead after high school?" by calculating percent of all students that participated in one of the alternatives (5 points) and calculating the percent of participants that met a success benchmark (10 points).

Students may be enrolled in several college or career courses and may have success in one or more of these. The school-rating model counts the student once, and therefore, the student's best outcome is used for participation and success. For participation, the percent of 9-12 grade students who participate a college prep activities and/or work career courses counts as a value. For success, the population consists of the students that attended a college course, career path curriculum, or college admission assessment.

Opportunity to Learn

Opportunity to learn answers the question, "Does the school foster and environment that facilitates flirty?" by analyzing attendance for all students (3 points), and the opportunity to learn survey (5 points).

Attendance
Attendance is based on a target of a 95% attendance rate. Schools receive points based on a comparison of the actual attendance rate and the target rate. The student opportunity to learn survey is based on a survey of students, who are asked to indicate how often various teaching strategies take place. Scores will be based on the schools average score compared to the state average.
Bonus Points
Guidance in this area changes from year to year based on NMPED.