LEADING INSTRUCTIONAL SHIFTS IN EMERGENT BILINGUAL EDUCATION:

A PRINCIPAL'S ROLE

by

Nicole Deanna Chávez

A Dissertation Presented to the
FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

August 2019

DEDICATION

This dissertation is dedicated to the individuals that sacrificed daily to help me go far, whose compassionate actions helped me to rise against the status quo and break through the 2% to join the few Latina women that obtain their doctorate. This dissertation is not just a reflection of my perseverance, but of those few that surround me and say, "you can go further," "Rise!" and "we'll take care of that, go write." Thank you Jason, Debra, Alma and Juan Chávez for your unwavering love, support and understanding. I am a better person because of this process, and I completed this process because of each of you.

Jason, you emulate the type of human being that I am reminded I can be daily- kind, just, innovative, forward thinking and an advocate for humanity. For twenty-one years, you have shown me not only what is, but what could be. Thank you for being with me every step of the way, for never giving up on me, for helping me soar and for our love! Debra, the joy and thoughtfulness you sustained while life was interfered with because of my studies was the greatest gift. To know that when everything might seem as if it was falling apart, I could entrust you to keep it together meant everything. Thank you for being my rock, my shield and the truest of companions. You have shown me what it means to be a strong and fearless woman, thank you. Mom and Dad, Karla and JC, you all were the foundation of what made all of this possible. The family structure that was built laid firmly on the values of service, love, faith and advocacy, thank you. Though our paths frequently mean time away from each other, we know we engage in what we do for a common goal- peace on earth ☺. Thank you for who you all are, were, will be, and most importantly, have made me become. Gracias.

Lastly, I dedicate this dissertation to all my ancestors before me who made this possible.

ACKNOWLEDGMENTS

"If I have seen further than others, it is by standing upon the shoulders of giants." –Isaac Newton

To my dissertation committee, Dr. Jenifer Crawford, Dr. Cathy Krop, and Dr. Helena Seli, your guidance during class and throughout the dissertation process was met with kindness, possibility and perspective. Thank you. To Dr. Crawford, your enthusiasm for emergent bilingual students and unwavering energy to see greater access for marginalized students motivated me to engage in this process with both heart and a critical lens. Thank you Dr. Mark Robison and Dr. Robert Filbeck for the ingenuity to craft such a needed and transformative program, it will continue to mold the future educational leaders of tomorrow. Thank you Dr. Sabrina Chong, for your endless support and unwavering encouragement. You are appreciated.

Many thanks to my Orange County Department of Education leaders that not only encouraged me to engage in this program but sat, discussed and debriefed my learnings. Your leadership and cultivation of my own learning, experiences, and belief in my ability to create change in our own system pushes me to continue to strive for excellence in our work. Thank you Dr. Al Mijares, Dr. Christine Olmstead and Dr. Jeff Hittenberger for leading the way.

To C6, you are my gems. I am a different person, a better person, because of the interactions we have had, because of the windows and doors you have opened to new ideas, ideals, experiences and life. You have pushed me in the best of ways. Quite literally, this dissertation would not be possible without each of you. The late night calls, the pushing to get things done, the encouragement to go deeper, or take a moment to do nothing. These micro-events have had cataclysmic impacts on my development and I am so appreciative for you. From classmates to family. We will always fighton.

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ABSTRACT

Emergent bilingual students often lack access to quality instructional practices and highly

qualified teachers and principals. The misunderstanding of the complexity of language

acquisition and the interwoven qualities of language and identity, perpetuate deficit-based

practices that fosters marginalized populations, such as EB's, to fall deeper through the cracks.

Providing first best instruction, with differentiated linguistic supports for EB students must go

beyond compliance, requiring the knowledge and skills, motivation and organizational

infrastructure set by principals to provide rich, targeted language supports that will move the

needle on language proficiency and create gains in critical content analysis, ultimately providing

access to greater academic and career options. Failing, and we leave our nation's largest

growing population fated to become foreclosed from the competitive marketplace. Applying a

gap analysis framework, this study examined six principals from Costa Sur Elementary School

District, evaluating the degree to which they meet the organizational goal of increasing effective

English language development instruction and examining the practices principals utilize to work

with their teachers. The purpose of this study is to evaluate principals' knowledge and skills,

motivation and organizational influences as potential contributors to the performance seen by EB

students. A qualitative method was used, utilizing two semi-structured interview protocols and

document analysis. The six principals were first interviewed, followed by analyzing documents

used by principals in their professional learning and coaching of teachers to address the complex

needs of EB students. A second semi-structured interview was conducted to clarify and deepen

understanding of the answers shared and the documents analyzed. Results and findings of the

data collection and analysis are articulated in Chapter Four, followed by recommendations in

Chapter Five. Within this evaluation study, many promising practices surfaced on how

principals lead instructional shifts in emergent bilingual education.

CHAPTER ONE: INTRODUCTION

Frequently, emergent bilingual (EB) students face opportunity gaps in inequitable distribution of resources and opportunities to learn, resulting in achievement gaps or disparities in performance in comparison to other students (Gándara, Rumberger, Maxwell-Jolly & Callahan, 2003). The problem of practice addressed by this dissertation are the opportunity gaps of EB students to culturally and linguistically sustaining teaching and learning practices by highly qualified teachers and principals. For the purpose of this study, English language learners (ELL), or English learners (EL), will be referenced as emergent bilingual (EB) students, for as these students progress through school and build their English proficiency, they are becoming bilingual, navigating the new language of the school and of English, while functioning in their home language as well (Gándara et al., 2003). When a child's bilingualism is not accounted for, it perpetuates inequities within the child's schooling and presumes that the child's needs are the same as a monolingual student, which they are not (Garcia, Kleifgan, & Falchi, 2008). This shift in language from the commonly used ELL or EL to emergent bilingual (EB) student is an asset-oriented and equity-based mindset that can refocus lenses to increasing opportunities.

One of the most misunderstood issues in Kindergarten (K) through twelfth grade education in the United States is how to best instruct students who are not yet proficient in the English language (National Education Association, [NEA], 2015). The National Assessment of Educational Progress (NAEP) utilizes achievement levels, or performance standards, that describe what students should be able to do. Results are reported in percentages of students performing at or above the achievement levels of basic, proficient or advanced, with proficient symbolizing academic competency and academic achievement in challenging subject matter. According to NAEP Data, 4% of EB students in the eighth grade are proficient in reading

nationally, whereas 6% are in math, with 71% of EB students scoring basic on the eighth grade

NAEP reading and math tests (Batalova, Fix, & Murray, 2007). Additionally, EB students are

also not graduating proportionally to monolingual English speakers. A study by Hopstock and

Stephenson (2003) revealed that 50% of EB students fail their graduation tests, compared with

24% of English proficient students in the United States. The landmark case of Lau v. Nichols

(1974), was the first to ensure that EB students would receive linguistically appropriate

instruction, ruling that under the Civil Rights Act of 1964, a California school district receiving

federal funds must provide non-English speaking students with instructional supports in English

to ensure that they receive an equal education. According to the Supreme Court, providing all

students with the same facilities and the same curriculum is not equal treatment nor an equal

education, for non-English speaking students "are effectively foreclosed from any meaningful

education" (Lau v. Nichols, 1974, para 7) if not provided equitable opportunities that attends to

their specific needs, setting urgency to closing the achievement and opportunity gaps for this

student population.

Possible performance gaps may be found in teachers' and principals' knowledge and

skills, motivation and organizational influences in attending to the needs of EB students. In one

study, only 27% of teachers in a National Center for Education Statistics (NCES) report being

very well prepared to support EB students in the classroom, and only 20% of rural teachers felt

very well prepared. Additionally, less than 3% of teachers have received formal preparation or

certification on how to teach EB students nationally (NEA, 2001), creating inadequately

prepared teachers to teach the most in need students. The quality of instruction is a major

determinant of whether EB students access and learn the curriculum and thus what future college

and career opportunities become available. This is critically problematic, given research has

shown that the two greatest factors of academic student success are the teacher and principal in providing instructional practices that both provide access to rigorous grade-level content, language proficiency, and the systematic pathways towards course access (Elfers & Strikus, 2014). Beyond the Administrative Credentialing program, principals need on-going coaching, leadership development in implementation of best practices, measuring outcomes and andragogy (adult learning theory), as well as professional learning communities in order to systematically, effectively and pro-actively lead their schools towards developing the sought instructional shifts for EB student success (Olsen, 2006). The success of EB students in schools requires a commitment of leadership, political will, district and state level action.

　　Examining how principals train and support teachers in the implementation of culturally and linguistically sustaining practices through modeling, mentoring, coaching and reflection can change the academic and opportunity trajectory for EB students. When principals are not attentive to the tenants of andragogy, and the conditions of teaching and learning, they can inhibit the effectiveness of the learning process. This frequently evolves into a misalignment of school policies or a disregard for school culture, exacerbating inequities and hindering improvement (Darling-Hammond, Hyler, & Gardner, 2017). Attention to effective professional learning implementation for general education teachers of EB students through effective practices of andragogy by principals can close the opportunity and achievement gap by increasing academic access and building linguistic proficiency, whether in public, private or charter school settings (NEA, 2001).

Background of the Problem

Studies have suggested that the prevalence of EB students has increased dramatically in the past decades within the United States. From 1995 to 2005 alone, the EB student population doubled in 23 states (NCES, 2009). EB students have been the fastest growing student subgroup in the United States for the past 20 years; their enrollment continues to increase by 10% annually (Pew, 2008). However, the majority of EB students are not immigrants but are U.S. native born, contrary to popular belief, and account for 84% of the population classified as English Learner in the nation (NEA, 2011). A Pew Research Center (2008) report states that the number of EB students in U.S. classrooms increased dramatically from 1 in 10 students in 1990, to 1 in 8 in 2005 and projects a rise to 1 in 4 students by 2020. Olsen's (2010) report *Reparable Harm* revealed that the vast majority of EB students currently in middle schools and high schools have been enrolled in U.S. schools since Kindergarten, representing 18% of the total, and growing, secondary school enrollment, with most born in the U.S. The existence of these Long-Term English Learners (LTELs) is evidence that for many students, the school experience has been an educational dead-end, versus the experience that should have propelled them towards academic success and English proficiency (Olsen, 2010). In reality, the struggles faced by many LTELs leave them academically unprepared, not fluent in either their primary language or English, and they face the highest high school dropout rates of reported subgroups (homeless, foster youth, special need, low socio-economic) (Olsen, 2010). These proportions are exasperated as some LTELs are represented in more than one subgroup population. For many, the remedial or unresponsive instruction in elementary schools leave them unable to access the needed courses in high school to graduate, let alone pursue post-secondary schooling (Olsen, 2010). This continued trend of not valuing the linguistic strengths of EB students and providing a deficit-

based educational experience is a prominent factor in the on-going opportunity and achievement

gaps, continuing to leave our nation's largest growing population ill-prepared for the complex

demands of a competitive marketplace.

Though research continues to reinforce the urgent need to enhance teacher knowledge

and increase instructional responsiveness to academic and linguistic needs, EB students continue

to be disproportionately reported in the lowest quartiles of achievement (Olsen, 2014).

Furthermore, NCES data from 2000 shows that among teachers with EB students, only 12.5%

received more than eight hours of professional learning targeted to support their needs over a 3-

year period of time. Within another national survey, 57% of teachers stated that they either "very

much needed" or "somewhat needed" more information in supporting EB students in the

classroom (Alexander, 1999, p. 10).

Though the data shows the United States' growing diversity of student populations in K-

12 school systems and the research to support the need for culturally and linguistically sustaining

practices, there are continuous rising adverse sentiments of attending to EB students' needs

(Lucas, 2011). A movement began in California in the late 1990's to legislate against bilingual

programs and often within them, an attention to culturally sensitive teaching practices.

Proposition 187 (1994), followed by Proposition 227 (1998), or the English for the Children

Initiative, as it was called by its supporters, claimed that the poor academic performance of

Spanish speakers was due to their placement in bilingual programs, and promised that these

students would have superior academic outcomes if placed in English-Only (EO) programs

where English was taught in isolation and absent of content, and/or where students were pulled-

out of the classroom to be taught in English with a focus on remediation. The initiative sought to

make EO instruction the default program throughout the state, and in 1998 it passed. The

supporters of Proposition 227 in California went on to pass a similar initiative in Arizona in 2000, and then in Massachusetts in 2002. As these policies came into fruition, what was found was that the achievement gaps were not closing in any of the states that had passed the EO legislation, but widening. There was evidence in Massachusetts that drop-out rates for EB students had risen. Moreover, in Arizona, more EB students were being placed in special education classes. These are two very negative outcomes (Cochran-Smith, Davis, & Fries, 2003). Despite these trends, and the annulment of Proposition 187 and 227 with Proposition 58 (Ed.G.E. Initiative) in California in 2017, a policy that embraces diversity as an asset and primary language as a resource, some critics continue to debate the reasoning behind instructional practices that meet the cultural and linguistic needs of students.

Classroom teachers in small towns, rural areas, urban areas or the suburbs across the nation, whether prepared or not, are expected to teach all K-12 students, including those that speak languages other than English in their homes and are at various levels of proficiency. All teachers must therefore be prepared to educate in a multicultural setting and all principals must be equipped to support teachers as they engage in complex teaching practices that meets the needs of all students, particularly EB students (Lucas, 2011).

Importance of Addressing the Problem

The opportunity gaps of emergent bilingual (EB) students to culturally and linguistically sustaining practices through highly qualified certified teachers is a problem that is important to solve for a variety of reasons. While some EB students move quickly through English fluency and academic mastery, many do not. Most EB students make progress in the primary grades (K-2), but in third grade, when academic and cognitive demands require higher levels of comprehension and engagement with text, the patterns change. The added rigor and language

demands found in current state standards are also bringing greater challenges to EB students in accessing the content and demonstrating mastery, specifically without having received the knowledge and skills to navigate these demands in the classroom (Santos, Darling-Hammond & Cheuk, 2012). Many struggle to learn cognitive academic language proficiency (CALP) or academic English to access grade-level curriculum, which is taught in a language they have not yet mastered. NCES (2009) reported an estimated 4.6 million EB students in K-12 public school classrooms in 2014-2015. That number continues to grow. The nation cannot afford to have EB students with limited access to quality instruction, creating further limitations to reclassify as Fluent English Proficient (RFEP). Reclassification increases options for learning in post-secondary settings and enhances students' engagement in the learning process (NCES, 2009).

Principals that assume the role of instructional leader must augment teachers' knowledge of EB students' instruction through extensive and intentional professional learning opportunities, professional learning communities, opportunities for practice, coaching and reflection that span multiple years (Fillmore, 2000b). Leithwood and Snow (1994) has linked principal's instructional leadership to measures of improvement in teacher's classroom behaviors, attitudes, and effectiveness (i.e., student achievement), evidence of the importance of principal training and preparation from the larger organizational construct. Thus, exploring instructional leaders' impact on instructional shifts that impact EB students in classrooms plays a key role in building a stronger educational system where all students have access to the instructional rigor they need to engage fully in society, in the workforce and thrive in the United States and globally. With targeted professional learning and on-going coaching by instructional leaders (principals), teachers can support EB students in expanding their academic opportunities and future employability (Kennedy, 2016). With properly trained instructional leaders, teachers, and

educational systems in place, that understand and value the diversity of their student population and community, providing the instructional supports needed, they can impact the overall quality of an EB students' quality of life (Olsen, 2014). Examining instructional leaders' knowledge and skills, motivations and organizational influences can unveil the ingredients of effective professional learning implementation supporting EB students, attending to the larger national issues of equity and access for underserved populations. Not attending to this problem further perpetuates systematic inequality and leads to a dead-end for the many underserved populations in our educational system.

Organizational Context and Mission

Confronting this issue is Costa Sur Elementary School District (CSESD), where the mission is to ignite every child's imagination and passion (CSESD, 2018). Located in San Diego County in California, CSESD serves 46 schools and more than 29,600 students within its K-6 public school structure. With schools serving diverse communities that represent a blend of residential, recreational facilities, and industry, it is CSESD's belief that in working collaboratively across stakeholder groups, they can tap the collective intelligence rich in innovation and spirit, and essential for students to enact social change for a more democratic and just society.

Employing 1,634 certificated employees and 1,373 classified employees, CSESD works to sustain their vision that, "every child is an individual of great worth" (CSESD, 2017, p.2). Within CSESD's 1,634 certificated population there are 46 principals, of which 61% are female, and 39% are male. Of the 29,600 student population, 35% are classified as ELs and 51% qualify for free-or reduced-price lunch. The ethno-racial demographics of the district is 68% Latino, 13% White, 11% Philippino, 4% African American, 3% Asian/Pacific Islander and 1% other.

The diverse student population is supported with reduced class sizes in Transitional Kindergarten (TK) through third grade classrooms containing 22 or less students, and in grades 4-6 containing 28 or less students. Additionally, 20 Dual Immersion programs operate throughout the district, offering Spanish and English language development.

As a core instructional practice, teachers engage in implementing the National Training Center's (NTC) Orange County Department of Education (OCDE) Project GLAD® [Guided Language Acquisition Design] model of professional learning, a model dedicated to building academic language and literacy for all students, especially emergent bilingual (EB) students. For over 30 years, the National Training Center for OCDE Project GLAD® has provided training for teachers and principals both nationally and internationally, creating strides in students' access to quality instruction and higher-levels of academic and linguistic success. As a model designed to be culturally and linguistically responsive, it enhances teachers' design and delivery of standards-based instruction through an integrated content and language approach, while providing principals a framework of best instruction for EB students in which to guide teachers. CSESD has been implementing the OCDE Project GLAD® model for over ten years, having employed local active certified OCDE Project GLAD® consultants to support both principals and teachers in understanding the model, its relevance and how to implement for optimal positive impact on increasing EB student access to grade level curriculum and increasing English proficiency. Over the past four years, CSESD has taken a more deliberate approach to the implementation of the model by hiring the two consultants full time to engage in systemic supports, targeting 20 cohorts of schools annually to deepen OCDE Project GLAD® practices of integrated ELD throughout the content areas, and designated ELD aligned to specific language domains. CSESD has trained nearly their entire teacher population in the preliminary

professional learning series, now deepening practices with on-going customized coaching and mentoring supports for both teachers and principals. Classrooms in CSESD implementing the model promote an environment that respects and honors each child's voice, personal life experiences, beliefs and values their culture and linguistic repertoire. The importance of this model as a core instructional practice is made evident in the district's articulation of use within their Local Control Accountability Plan (LCAP).

Organizational Goal

To ensure that CSESD nurtures every child's imagination, intellect, and sense of inquiry, five goals were articulated within the district's 2017-2018 LCAP to meet that mission. The LCAP is a California Department of Education (CDE) tool for local educational agencies to focus on continuous improvement efforts, setting goals, planning action steps, and leveraging resources to meet student outcomes through an articulated 3-year plan. The LCAP, reviewed and approved by the district, county office of education and the state department of education, is a valuable and reliable tool in analyzing the trajectory of a school district. Within CSESD's LCAP, two specific goals align to this dissertation's problem of practice of evaluating the opportunity gaps of EB students to culturally and linguistically sustaining practices (as is evident in the OCDE Project GLAD® model's implementation) through highly qualified teachers and principals.

Goal Two outlined within CSESD's LCAP states, "The district will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, creativity and the use of technology, ensuring that all students are using 21st Century fluencies, and experiencing a balanced educational program that encompasses each curricular area, inclusive of English Language Development (ELD)" (CSESD, 2017, p. 14). One

measure used to ensure progress of EB students is the use of the English Language Proficiency

Assessment for California (ELPAC). The annual measureable outcomes states that a

"percentage of ELs who made annual progress towards English proficiency as measured by

ELPAC will be at 70% in 2018, growing by 5% annually through 2020" (CSESD, 2017, p. 14).

This organizational goal will be accomplished through the following identified actions: Training

resource teachers, administrators and instructional leadership teams in the English Language Arts

(ELA)/English Language Development (ELD) Framework, ELD Standards and ELPAC,

including best practices in curriculum and instruction.   Additionally, providing professional

learning on high impact strategies to support language development in literacy and mathematics,

and in various curricular areas based on teacher need, as is referenced in CSESD's LCAP. The

use of the OCDE Project GLAD® model has been identified as one professional learning

structure in meeting the high impact strategies to support language development needs.

Goal Five states, "Students in all grade levels (including all targets such as Low Income,

English Learners, and Foster Youth) will demonstrate increased proficiency on state and district

assessments" (CSESD, 2017, p. 35). Two measures to ensure progress of EB students for this

organizational goal is progress on the ELPAC and reclassification rates. The metric states that

"EL reclassification rates will increase from 21% to 23% in 2018 and will increase by 10%

annually through 2020" (CSESD, 2017, p.14). This organizational goal will be accomplished by

providing professional learning for teachers and administrators on supporting literacy in ELA

and ELD for all students.

Both federal and CA state law requires local educational agencies to administer a state

test of English language proficiency to eligible students in K-12. The ELPAC is CA's

assessment to measure English language progress and a students' English language proficiency

level. Reclassification of a student from EL to Reclassified Fluent English Proficient (RFEP) can occur through a student passing California's reclassification criteria. Therefore, using both ELPAC and reclassification rates are two valid measures to support student's access to rigorous instructional practices that both attend to their academic and linguistic needs via effective teacher delivery. Additional data points such as EL report cards, standardized national tests such as the Smarter Balanced Assessment Consortium (SBAC), district assessments in reading and writing and college and career indicators as reported on the California Dashboard (data) system assisted in the decision-making of the identified organizational goals. The development of the LCAP is dependent on input of stakeholders including staff, employee representative groups, parents, students and community organizations. LCAP stakeholders had the following avenues to participate in providing input: budget advisory meetings, ELAC/DELAC meetings, district leadership meetings, LCAP advisory meetings, LCAP stakeholder community engagement forums, ThoughtExchange Community Input (software), and meetings with the superintendent and student council president. Through the use of the ThoughtExchange software, 3,819 participants engaged in a feedback process on the LCAP and its identified organizational goals. In using various data points and stakeholder input, it is CSESD's belief that through these organizational goals, the needs of EB students will show continuous progress and improvement.

The importance of attending to the organizational goals of increasing EB students' proficiency and receipt of personalized learning experiences will begin to bridge the opportunity and achievement gaps plaguing this student population. The consequences of not preparing the principals in engaging in effective professional learning supports and coaching, reflective of andragogy, on teachers' implementation of the OCDE Project GLAD® model's strategies which

are reflective of cultural and linguistic pedagogical practices, can further widen the gap for a

frequently underserved population. As stated earlier, the nation cannot afford to have limited

access to quality instruction with a 4.6 million emergent bilingual student population and

growing.

Description of Stakeholder Groups

There are multiple stakeholder groups that are critical to a K-6 public school district's

success, such as CSESD, and the extent of the external and internal stakeholder's involvement

within the organization can vary from school to school. The distinction between internal and

external education stakeholders is important. When focusing on continuous improvement,

internal stakeholders have a greater capacity to produce positive and direct change in schools.

However, they do not always have all the leverage or power to sustain the changes. Thus,

external stakeholders can have a great effect on organizational performance over time. When

informed of the school's effort to improve outcomes, they can assist in sustaining the district's

focus over time (Paine, 2009).

The internal stakeholders involved in the daily operations of the CSESD school system in

supporting the needs of EB students include district office personnel, principals, teachers, staff,

students, and parents-while external stakeholders are those outside the day-to-day work of the

schools who have a vested interest in school outcomes but do not directly determine what goes

into producing those outcomes. External stakeholders include county offices, board members,

taxpayers, the business community and other community members (Paine & McCann, 2009).

With well-measured and delivered instructional practices that attend to EB students' needs, the

community climate shifts and the possibilities for the local economy also grow. Parents increase

in pride and success, whereas taxpayers may see a good return on their investment, the business

community sees a viable work force ready to progress the mission of the business and

community forward, increasing community economics. Each stakeholder group plays a vital role

in the achievement of the organizational goals and are important to understand and analyze

(Istance, 2006).

Three critical stakeholders in CSESD that contribute to the achievement of the

organization's performance goals are district personnel, principals and teachers. The district

supports in creating a shared vision, sets values and creates actionable strategic goals in how to

accomplish those goals. Through this strategic planning, appropriate resources and

accountabilities can be distributed across the schools within Costa Sur, establishing systematized

and sustainable avenues in best meeting the needs of EB students. This is then furthered by the

principal, operating as an instructional leader. The instructional leader guides and directs the

school to attain the goals with the teacher directly responsible for enacting best practices for EB

students into the classroom. Teachers obtain the needed supports to enact instructional shifts

from instructional leaders providing the OCDE Project GLAD® model and additional coaching

supports. It is through the collective involvement of all stakeholders that ultimately ensures that

organizational goals are tackled with sustainable structures to ensure continuous improvement

and progress.

<div align="center">**Stakeholders' Performance Goals**</div>

Table 1 presents the organizational mission, organizational performance goal and the

identified three key stakeholder's performance goals.

Table 1

Organizational Mission, Global Goal and Stakeholder Performance Goals

Organizational Mission
Costa Sur Elementary School District's mission is to nurture every child's imagination, intellect, and sense of inquiry.

Organizational Performance Goal
By June 2018, CSESD, Principals and Teachers will provide the needed supports to increase emergent bilingual (EB) students' English proficiency, as measured on the ELPAC, from 67% to 70%, growing by 5% annually through 2020. Reclassification rates of EB students will increase from 21% to 23%, growing by 10% annually through 2020.

CSESD's Goal	Principal's Goal	Teacher's Goal
Sustain a vision and mission that embraces diversity and creates pathways for districts to increase opportunities for emergent bilinguals.	Principals will increase best practices related to andragogy, supporting teacher implementation of the OCDE Project GLAD® model for emergent bilingual students by 5% annually.	100% of teachers at the 20 identified schools will implement research-based instructional practices, OCDE Project GLAD®, across all content areas by 2018.

Stakeholder Group for the Study

Although a complete analysis would involve all stakeholder groups, for practical purposes

the stakeholder group selected for the focus of this study are principals, or instructional leaders.

As research has shown, teachers and principals pose the greatest impact on student achievement

within a school setting. With ample research referencing teacher impact on student achievement,

the role of principal, particularly in meeting the needs of EB students, are minimal. An analysis

of the principal's role in leading instructional shifts in EB education will be conducted,

evaluating what knowledge, skills, motivations, and organizational structures are used to support

teachers in their implementation of best language acquisition practices, like the OCDE Project

GLAD® model. This analysis will illuminate what gaps exist in EB students' access to highly

qualified teachers that know how to best meet their cultural, linguistic, academic and personal needs, and the principal's role in leading instructional shifts in their schools.

The stakeholder group's goal, established by the collaborative input of various LCAP stakeholders, aims to meet the identified organizational goal. Understanding instructional leaders' knowledge and skills, motivation, and organizational influences in providing professional learning and coaching to teachers will be analyzed in support of the organizational goal attainment. Analyzing student achievement, a potential effect of teacher instructional practices, would be measured by reclassification rates and standardized testing. Analyzing the instructional leaders' role can begin to address the achievement gaps of EB students to culturally and linguistically sustaining practices through highly qualified teachers. Failure to accomplish this goal will perpetuate EB students' achievement gaps, continuing inequitable distributions of resources and opportunities, resulting in continued achievement gaps or disparities in performance.

<div align="center">**Purpose of the Project and Questions**</div>

The purpose of this project is to evaluate the degree to which CSESD is meeting its goal of increasing emergent bilingual (EB) students' access to core curriculum and English proficiency, as measured on the ELPAC, from 67% to 70%, growing by 5% annually through 2020 and reclassification rates of emergent bilinguals increasing from 21% to 23%, growing by 10% annually through 2020, by June 2018. An analysis of instructional leaders' practices in supporting teachers in instructional shifts to increase intentional instruction for EB students will be evaluated. While a complete performance evaluation would focus on all stakeholders, for practical purposes the stakeholder to be focused on in this analysis are instructional leaders (principals) within CSESD.

The following questions will guide the evaluation of this study and addresses the knowledge and skills, motivation, and organizational influences of CSESD instructional leaders selected for this dissertation in achieving the organizational goals stated in Table 1.

1. What are the knowledge, skills and motivational influences of CSESD instructional leaders related to andragogy, professional learning, coaching, feedback, and planning in best meeting the needs of emergent bilingual students?

2. What knowledge, skills and motivational influences do instructional leaders use in supporting teacher implementation of the OCDE Project GLAD® model in meeting the needs of their emergent bilingual students?

3. What is the interaction between the district (organization) and instructional leaders in the implementation of best practices for emergent bilingual students?

4. What recommendations in the areas of knowledge, motivation, and organizational resources may be appropriate for closing the opportunity and achievement gaps for emergent bilingual students at another organization?

Conceptual and Methodological Framework

Clark and Estes' (2008) gap analysis is a conceptual framework that provides a problem solving approach that allows for one to systematically analyze an organization's performance goals, the current achievement, the gap between the goals and the achievement and the potential causes. As Figure 1 shows, causes are evaluated as knowledge (and skills), motivation and/or organizational barriers or influences, determining the root cause of the performance gap.

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│  Goals  │  ──▶ │   Current   │  ──▶ │  Gaps   │  ──▶ │ Causes  │
│         │      │ Achievement │      │         │      │         │
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│Implement│ ◀──  │Solutions│ ◀──  │Root Causes│ ◀── │  Knowledge,  │
│         │      │         │      │          │      │  Motivation, │
└─────────┘      └─────────┘      └──────────┘      │ Organization │
     │                                              │   Barriers   │
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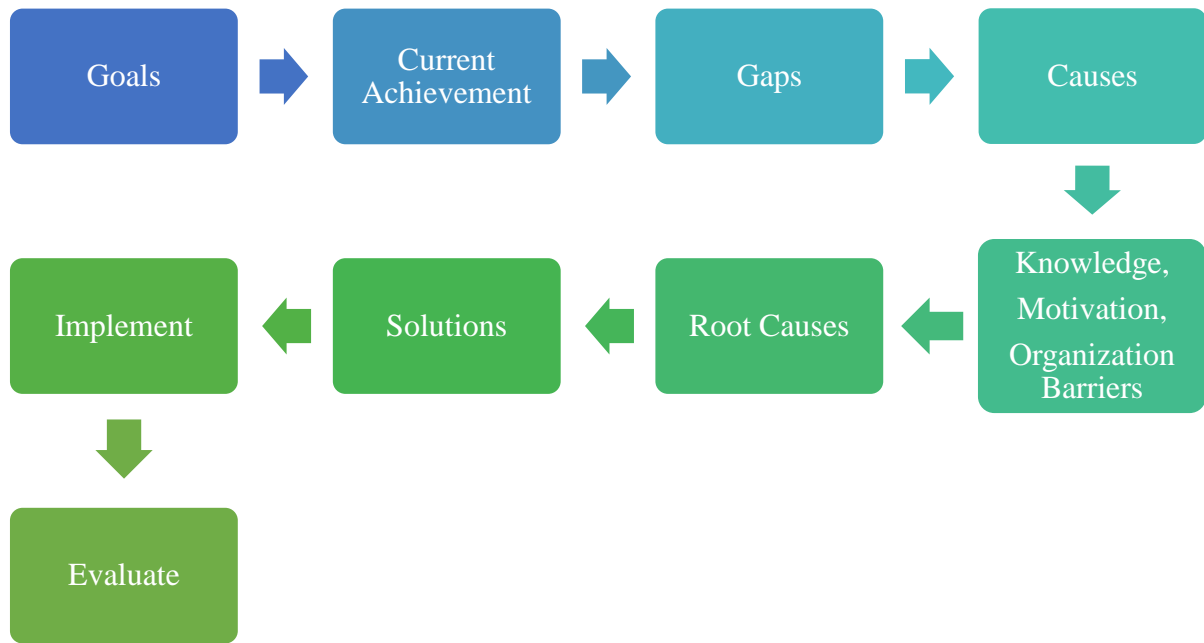
Figure 1. Gap analysis process (Clark & Estes, 2008).

Upon determining the root cause(s), solutions, recommendations for implementation to close the gaps, and an evaluation is conducted. The process continues from evaluation back to goals to close the gap analysis process.

This study will use Clark and Estes' (2008) gap analysis conceptual framework for this evaluation study. The knowledge and skills, motivation, and organizational influences of instructional leaders of CSESD will be analyzed to determine the root cause(s) of the gaps seen for EB students in accessing grade level content and building English proficiency and the principal's role in closing it. In validating or invalidating assumed influences, a refined focus on solutions and an implementation plan can be evaluated in how to best support the organizational performance goals of increasing EB students' access to highly qualified teachers and instruction. These assumed influences will be tested through engaging in a qualitative methodological framework. The assumed knowledge and skills, motivation, and organizational influences were generated from an extensive literature review of the research and data. These influences will be

investigated by using two sets of interviews and document analysis. Research-based solutions, with an implementation plan and methods for evaluation will be recommended in a comprehensive manner (Clark & Estes, 2008).

Definitions

Andragogy: The method, technique and practice of teaching adult learners (Knowles, 1984).

Emergent Bilingual (EB): This term is used as a way to reject the deficit-oriented terminology of Limited English Proficient (LEP), English Language Learner (ELL), English Learner (EL) or English as a Second Language student; these students are on the path to balanced bilingualism or biliteracy (Garcia, 2008).

English Language Development (ELD): is a systematic instructional model designed to develop the English language proficiency of English Learners (Division, 2015).

English Learner (EL): Is a formal educational classification given to students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses (Division, 2015).

English Proficiency: Language competence and the accuracy and fluency of using discourse strategies, reflected by mastering listening, speaking reading and writing in English (Division, 2015).

Long-Term English Learner (LTEL): Is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills (Olsen, 2014).

OCDE Project GLAD® NTC: an acronym for Orange County Department of Education's Project GLAD® (Guided Language Acquisition Design) National Training Center; a registered and trademarked model of professional learning and practices whose cornerstone is cultural proficiency, infusing best practices for second language acquisition.

Pedagogy: the method and practice of teaching; often considered the science and art of teaching children (Knowles, 1984).

Reclassification: The process through which students who have been identified and classified as ELs are reclassified to Fluent English Proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

Organization of the Project

Five chapters are used to organize this study. This chapter provided the reader with the key concepts and terminology commonly found in a discussion about effective instructional leadership, policy, pedagogy and professional learning for emergent bilingual students. The organization's mission, goals and stakeholders, along with the initial concepts of gap analysis were introduced. Chapter Two provides a review of current literature surrounding the scope of the study. Topics of EB student's history, policy and typologies, teacher and principal preparation, andragogy, and best pedagogy for emergent bilingual students will be addressed. Additionally, the assumed knowledge and skills, motivation and organizational influences of instructional leaders extracted from literature will be shared. Chapter Three details the assumed influences for this study and the methodological processes conducted with the identified stakeholder pool, the data collection and analysis. In Chapter Four, the data results and findings are assessed and analyzed. The findings do represent the small sample size of the six (6)

principals or 1/3 of the possible sample size. The findings are not indicative of all the principals

from CSESD. In the evaluation of the six (6) principals' K, M and O, many promising practices

were found. Chapter Five analyzes the findings and provides recommendations, an

implementation plan and methods for evaluation based on the data collected and analyzed.

CHAPTER TWO: REVIEW OF THE LITERATURE

Reviewed in this chapter are the opportunity and achievement gaps faced by emergent

bilingual (EB) students, in which language policy in the USA will be analyzed, how to best

educate EB students through culturally and linguistically sustaining practices, pedagogy and

ELD, as well as the role of instructional leaders (principals), andragogy, professional learning

and coaching. This chapter will also review learning and motivation theory, paying special

attention to knowledge and skills, motivation, and organizational influences of instructional

leaders.

Opportunity and Achievement Gaps Experienced by Emergent Bilingual Students

Achievement gaps between EB students and English-only speaking students are deeply

rooted, pervasive, complex, and challenging. As a group, EB students face some of the most

pronounced achievement gaps of any student group. The 2013 NAEP test scores document large

EB student achievement gaps that have remained relatively unchanged over the preceding 10

years (NAEP, 2017). In 2013, emergent bilingual students demonstrated proficiency levels that

were 23 to 30% below their English-speaking peers, with only 3 to 4% of emergent bilingual

eighth graders demonstrating proficiency in math or reading. More than two thirds of emergent

bilingual eighth graders scored below basic in math (69%) and reading (70%). Almost half of EB

fourth graders scored below basic in math (41%) and more than two-thirds scored below basic in

reading (69%) (NAEP, 2017). While the graduation rate for EB students increased 4.1%

between 2010-11 and 2012-13, their graduation rate stood at only 61.1%—a full 20 points below

the national graduation rate of 81.4%, and 25 points below their White peers (86.6%).

According to data released by the NCES in March 2015, EB students graduate from high school

"at the lowest rate of all student subgroups" (NEA, 2015, p. 51). The achievement gaps for EB

students are so wide that it reflects the challenges of productivity for the national educational system and the well-being of the nation's economy (Gándara et al., 2003).

Language Policy in the United States

The U.S. has not had a national language policy, creating a chasm in decisions on how to best educate EB students, and a source of continuous controversy and opinion. Crawford (2004) articulated that the federal levels absence in guiding conversation on language policy, leaves no official responsible for coordinating decisions, resources and research regarding language issues that plague the nation and frequently divide Americans. With no national language policy, some feel uncertain on the nation's stance on multiliteracy and multiculturalism, let alone how this may or may not be visible in the classroom or if its priority. Left to local control, various states have adopted their own philosophies on EB students' needs, how they are identified, measured and how to best instruct them. Yet, local control also provides states the autonomy to better understand their communities' needs and be responsive to appropriate and robust programs. The non-existence of a national language policy does not diminish the various historical events that developed the language ideologies and attitudes that are seen today (Santa Ana, 2004).

Globally, efforts to attend to language issues take center stage; language planning and policies regulate government operations, define civil rights, determine funding and sets educational priorities. Canada's policy of official bilingualism gives equal status to English and French in government services, proceedings and employment, while maintaining other languages and cultures. India has designated English and Hindi as official languages at the national level and constitutionally recognizes 17 regional languages. South Africa has identified nine indigenous languages in addition to English and Afrikaans for government, broadcasting, and education. The European Union has devoted time and resources to language planning

(Crawford, 2004). While Australia aims to: "foster English for all, conserve and develop skills in immigrant languages, prevent the extinction of Aboriginal tongues, and encourage English speakers to learn one of 10 target languages" (Crawford, 2004, p. 57) that have been identified as essential for diplomacy and trade.

It was within the American identity that immigrant roots were found, a promise of upward mobility, and a new nation loyal to democratic ideals. For within the Declaration of Independence (1776), it reports that "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among those are Life, Liberty, and the pursuit of Happiness" (para 2). Yet, these ideals were challenged across various points in history for EB students. The 1848 Treaty of Guadalupe Hidalgo is the first important legal document concerning EB students and Latinos. Anglo-Americans disregarded the treaty in its entirety and deemed Mexican Americans as a conquered people to be subjugated, rather than citizens to be accepted. It was in these behaviors, that "Greaser Laws" (Santa Ana, 2004, p. 89) were passed in various states further marginalizing Mexicans and institutionalizing inferior treatment of racial minorities within public education. In 1868, Indians and Mexicans are excluded from the granting of "all citizens" the enjoyment of all rights, including the right to vote. In 1896, Plessy v. Ferguson sanctions state-imposed segregation and becomes the legal foundation of racial segregation in public schools (Santa Ana, 2004). By 1907, Anglo-Americans' attitudes towards Spanish was one of hostility and disdain, mandating English instruction of all educational content. This treatment was not isolated to Mexicans, Puerto Ricans faced severe ramifications as well. Ideologies developed that to be a real U.S. citizen required speaking English without a trace of a Spanish accent (Santa Ana, 2004).

In 1931, Alvarez v. Lemon Grove School District is the first successful desegregation case won by Mexican Americans. Followed by the Mendez v. Westminster case in 1946, ruling segregation illegal, the federal court deciding that segregating children serves no educational purpose. Judge Frederick Aguirre, an American Judge of the Orange County Superior Court of California, states "I think people have great tolerance in this country because we have every ethnic group, religious group, racial group and cultural group represented in this great experiment we call 'America.' It poses tremendous challenges, but I'm very confident we will continue to be a better society and lead the world" (Aguirre, F., Bowman, K. L., Mendez, G., Mendez, S., Robbie, S. & Strum, P., 2014, p. 410). Mendez v. Westminster becomes the foundational case for what is to come in 1954, Brown v. Board of Education of Topeka, unanimously declaring that segregating elementary and secondary students by race violates black (and all racialized) children's constitutional right to equal protection. In 1968, the Bilingual Education Act provided for a limited time a change in which EB students were taught in the U.S., recognizing their needs and valuing their assets, promoting greater access to the curriculum and training to teachers. In 1974, Lau v. Nichols U.S. Supreme Court rules that newcomers with little or no English being placed in English-only instruction was a violation of their civil rights (Crawford, 2004). These state and federal cases proved monumental in setting new ideals with how diversity was received, cultures embraced and langauges valued.

However, in the late 20th century, early 21st century, linguistic nationalism began to firmly take root in the United States again, in which ways of thinking and behaving towards language occurred, developing language ideologies and belief systems. Crawford (2004) references the following language ideologies prominent within the U.S.: Family legends that convey that one's immigrant families came to the U.S. not speaking any English and managed to

get by without bilingual support; conventional wisdom that to best teach English requires total

immersion given children can "pick up" language (Crawford, 2004, p. 16); political principles

referencing immigrants' responsibility and obligation as new Americans to show patriotism and

speak "America's language" (Crawford, 2004, p. 16); and ethnic paranoia in which fear of other

languages dominating is overbearing. These ideologies are so frequently deeply felt that they

have become national myths. Where in 1994, polls overwhelmingly approved the denial of

undocumented citizens' range of social services, including public education under Proposition

187. This was then followed by the passing of Proposition 227 in 1998, restricting all bilingual

education and instruction in the native language in CA public schools in support of building

English and language proficiency. Over one million children were affected. In 2002, the

Bilingual Education Act is formally reversed by the passing of the No Child Left Behind Act

(Colon-Muniz & Lavadenz, 2016).

Existing today is a "bilingual double standard" (Crawford, 2004, p. 64), in which fluent

bilingualism in the U.S. is a largely ethnic phenomenon. For the majority of Americans,

monolingualism is the norm. Language attitudes in the U.S. tend to value bilingualism in certain

contexts and certain people, and to devalue it in others (Crawford, 2004). Individual bilingualism

is often seen as good and evidence of affluence, while group bilingualism is often ignored,

discouraged, or taken for granted of as associated with particular ethnic groups. Though polls

reflect Americans overwhelming agreement that immigrant children should learn English as

quickly as possible, the high levels of failure in foreign-language programs (often in high school)

are acceptable. Society finds it easy to blame the victims for their victimization, focusing on

their being culturally deprived and disadvantaged (Crawford, 2004). If the group was seen as

advantaged culturally for their bilingualism, then the reasons for its subordination would have to

be sought elsewhere, namely in political and economic spheres, something that the dominant

culture would encourage (Crawford, 2004). In 2017, Proposition 58, or the California Education

for a Global Economy (CA Ed.G.E.) Initiative, repaved the pathway for various districts to

engage in building biliteracy through Dual Immersion programs, coupled with the Seal of

Biliteracy being adopted.   This was joined by the passing of CA's new EL Roadmap, focused on

principles that highlights the assets of EB students (Santa Ana, 2004). The former California

State Superintendent of Schools Tom Torlakson's passing of the Global CA 2030 Initiative in

May 2018, now supported by current California State Superintendent of Schools Tony

Thurmond, is a bold initiative to expand the teaching and learning of world languages and the

number of students proficient in more than one language within the next 12 years. These

historical contexts reveal the tumultuous and systemic mindsets regarding Latino population's

development of language and the views they held of their value. Though more recent initiatives

are flourishing within niched states or communities, like California, systematic national shifts are

instrumental in reshaping the futures for EB students.

Current and Future Trends

       Current trends. Current literature reveals EB students are the fastest growing student

population in the U.S. In the 2013-2014 school year, approximately 4.6 million public school

students, nearly one in ten in U.S. public schools, were EB students. In eight states, the EB

student population comprises 10% or more of the student population, with California having

22.4% or 2.7 million students. Most EB students born in the U. S. (79%) and in California (83%)

speak Spanish as their primary language (Education Commission of States, 2013). The second

largest language group in both California and the U.S. is Vietnamese. While Western states have

the largest concentration of EB students (Alaska, California, Colorado, Hawaii, Nevada, New

Mexico, Oregon and Texas), 28 states showed considerable gains throughout 2011-2012, with

the largest percentage growths of 100% and more in Kansas, Louisiana, Massachusetts,

Maryland, Michigan, South Carolina, and West Virginia (Education Commission of States,

2013).

Although most EB students are found at the elementary school level, a larger proportion

of EB students is found in secondary schools than commonly believed. More than 18% of

California's secondary school students are EB students (Rumberger & Gándara, 2000).

Proportionately, the number of EB students in secondary schools has been growing at a faster

rate than the number in elementary schools. The increase in the population of these secondary

level EB students, presents a particular challenge for both the students and the schools that serve

them. This is principally due to older children having less time to acquire both English and the

academic skills to prepare for high school graduation and post-secondary options. Unfortunately,

the unique needs of these older EB students are often even more overlooked than those of their

younger peers (Gándara et al., 2003).

As a group, EB students continue to perform more poorly than English-speaking students

throughout their entire school career. This is clearly evident by the SAT 9 English reading scores

across grade levels, as reported in 2003. As expected, EB students who, by definition, are not

yet proficient in English, have low English reading scores across all grade levels. EB students

who enter school already proficient in English (Fluent English Proficient-FEP) start out

comparable to native English speakers, but by third grade they fall behind and often do not catch

up (Gándara et al., 2003). Students who enter the schools classified as an EL and who are

subsequently reclassified as proficient (RFEP), also start out comparable, but by 5th grade they

fall below native English speakers, and by 7th grade they fall even further behind these students.

Such results challenge the belief that if EB students simply demonstrated proficiency in English, as defined by early scores on the SAT 9 test, the achievement gap would disappear (Gándara et al., 2003). The results show a sizeable achievement gap between English-only, monolingual students and current/former EB students. Both groups show more achievement growth in the early years than in the later years, which reflects the increasing difficulty of learning higher levels of more academic English. In grade 5, when many students have completed elementary school, emergent bilingual students are reading at the same level as English only students between grades 3 and 4, a gap of about one and one-half years. By grade 8, when most students have completed middle school, EB students are reading at the same level as English-only students in grade 6, a gap of about 2 years. By grade 11, EB students are reading at the same level as English-only students between grades 6 and 7, a gap of about 4 and one-half years (Scarcella & Rumberger, 2000).

EB students are distributed throughout schools in the nation, from K-12th grade. There are very few California schools that report having no EB students among their student population. Today, the typical California school is composed of both EB students and English speakers, and in many schools more than one-quarter of the student body is not fluent in English. The diversity presents both an opportunity and a challenge for educators today. The challenges are to provide instruction for each child and meet them where he or she is, access their prior knowledge and experiences, and build relevance and purpose in listening, speaking, reading and writing in pursuit of language fluency; ensuring each child is building their cognitive and communicative skills to succeed. How best to educate EB students continues to be a highly controversial topic and the source of considerable policy debate (Gándara et al., 2003).

Future trends. Research suggests that by 2020, the number of preschool-age children using or exposed to a language other than English at home may outpace the number of their peers who speak only English at home (Education Commission of States, 2013). With rapidly changing demographics, it is predicted that EB students are expected to be a majority of U.S. school-age students by 2030, and America's schools are responsible for meeting the educational needs of an increasingly diverse population (Collier & Thomas, 1999).

Demographic trends and projections related to race and ethnicity, EL status, and income level suggest that in the coming years, America's public schools will be called upon to educate an increasingly diverse student body and an increasing number of students from demographic groups that experience the largest achievement gaps. Some states are already confronting the socioeconomic and diversity challenges that the nation will soon face. By as early as 2044, the majority of the U.S. population will be comprised of people currently considered to be racial or ethnic minorities (NEA, 2015). The growth in the number of minority children over time illustrates the expected "superdiversification of America's children" (NEA, 2015, p. 67) that public schools will face in the coming decades: while 25% of American children were a racial or ethnic minority in 1980, ethnic minority children are 46% today and are projected to be 57% in 2040 and 65% in 2060 (NEA, 2015). Even more immediately, between 2011 and 2022, White student enrollment in public elementary and secondary schools is projected to decrease from 52% of all students enrolled in public schools to 45%, while students who are Hispanic will increase from 24% to 30%, bringing the total enrollment of minority students in public schools to more than half. Definitively, EB students represent a growing population in America's public schools.

The achievement outcomes, demographic trends, and projected shifts in student population described foreshadow the significant challenges that lie ahead for America's public schools. Beyond the moral imperative of fairness and equity, there are enormous economic benefits to closing the achievement gaps, and significant economic costs if the nation fails (NEA, 2015).

Opportunity and Achievement Gaps

Within education, it is sought to provide all students with a high quality education that highlights each students' gifts. Yet, the challenge to do so is often met with systems that perpetuate inequity, perceptions of teachers of limited academic abilities, and the challenge of the EB student to learn grade-level content simultaneously while learning a new language with high academic language (Colon-Muniz, A. & Lavadenz, M., 2016). One federally mandated report revealed that EB students receive lower grades, are judged by teachers as having lower academic abilities, and score lower on standardized tests then their peers. Additionally, EB students have higher dropout rates and are more frequently placed in lower ability groups and academic tracks than monolingual proficient students (Genesee, Lindholm-Leary, Saunders, & Christian, 2006). Research on desegregation has established that minority students who are schooled in desegregated settings tend to have better occupational outcomes and overall life chances (Wells & Crain, 1994; Crain & Strauss, 1985). Sociologists often explain this phenomenon as the impact of social capital on student outcomes (Stanton-Salazar, 2011). In essence, as students and people have access to diverse populations, with experiences and skills unlike one's own, or bring additional value systems into an environment, a person's range of opportunities expand, often enriching personal and academic outcomes; broadening one's own frame of reference. Therefore, one reason to be concerned about racial, ethnic, or linguistic

isolation is the effect it has on limiting access to important social networks. However, a more immediate impact of linguistic isolation is the lack of appropriate English language models, which can result in both reduced opportunities to hear and interact with the language, and fewer opportunities to understand the ways in which the language is used in social and academic contexts, building CALP. Both are important features in the development of high levels of linguistic skill. Researchers August and Hakuta (1997) argue that the concentration of EB students in classrooms and schools in California compromises their opportunity to receive an education that is comparable in quality and scope to that of their monolingual peers because: (a) the lack of peer English language models limits the development of English, (b) the lack of models of children who are achieving at high or even moderate levels inhibits academic achievement, (c) the inequitable environmental conditions and resources of segregated classrooms and schools, and (d) the lack of highly qualified, experienced, teachers in these particular classrooms depress learning (August, D. & Hakuta, K., 1997). The opportunity and achievement gaps are perpetuated by the lack of course access many EB students can enroll in, widening the gap.

Lack of course access. A persistent gap in test scores is a major factor in the school experience for most EB students, where tests are provided in a language they may not yet be proficient at. Teachers and schools make judgments about students' abilities and class placement decisions based on the information available to them, including test scores. Moreover, when the teacher does not speak the language of the child, cannot communicate with the child's family, and has little other information to rely on, test scores can take on even greater importance. Students who score low on tests are likely to be placed in remedial education, even though such a placement is unlikely to help students close the achievement gap with their mainstream peers

(Gándara, 2003). This is often due to a misunderstanding of language proficiency and

confounding Basic Interpersonal Communication Skills (BICS) and CALP, where some students

may be able to engage in social language conversations but struggle with academic English.

Many assuming that if the EB student can speak socially but struggle academically it is due to

special educational needs and not CALP (Cummins, 1999). There is a significant body of

research that shows a clear relationship between increased time engaged in academic tasks and

increased student achievement. This suggests that there is a relationship between time and

learning, and that learning increases when students are engaged in learning activities for greater

amounts of time (Fleischman & Hopstock, 1993). Notwithstanding the importance of time for

learning, there are many ways in which EB students experience less time on academic tasks than

other students. A common way that elementary schools organize instruction for EB students is

to take them out of their regular classes for ELD. This strategy has been demonstrated to create

further inequities in the education of students being pulled out, missing the regular classroom

instruction, access to rigorous grade level curriculum and often receive language isolation

lessons that are watered-down and out of context to the current content in the classroom

(Fleischman & Hopstock, 1993). Nevertheless, the practice continues to be relatively routine for

EB students nationally. There is generally no opportunity for students to acquire the instruction

they have missed during the pull out period. In secondary settings, EB students are often

assigned to multiple periods of ESL classes while other students are taking a full complement of

academic courses. Commonly, when not enough courses are available in either Specially

Designed Academic Instruction in English (SDAIE) or other formats, students are given

shortened day schedules, resulting in significantly less time devoted to academic instruction

(Olsen, 1998).

Role of teacher preparation in lack of access to quality teachers. Today's teachers need a thorough understanding of how language functions in education, and thus must receive a systematic and intensive preparation in educational linguistics. A grounding in linguistics and second language acquisition theory would support teachers' overall undertakings, and in particular in teaching literacy and ELD. This preparation would also support teacher competencies, meaningful assessment, individualized instruction, and in respecting diversity (Fillmore, 2000a). A 2007 state policy by the National Clearinghouse for English Language Acquisition found a broad spectrum of pre-service requirements related to teaching EB students. Four states, including Florida, where all classroom teachers must complete training in teaching English as a second language (TESOL), fell on the strongest end, although as the Center for American Progress commented that while these requirements are progress, they do not provide a teacher with all that one needs to know how to serve EB students. On the weakest end of the spectrum were 15 states that had no provisions requiring teacher certification candidates to have expertise in working with EB students.

In a 2012 national evaluation of the Title III program, 73% of Title III district officials surveyed indicated that the lack of expertise among mainstream teachers regarding ELs was a moderate to major challenge (Education Commission of States, 2013). Regardless of teacher training or instructional approaches, classroom teacher attitudes toward EB students can significantly impact the instruction they receive. In one 2008 study, teachers who perceived that it was primarily the specialist's (ESL teacher's) role to provide instruction to EB students took no ownership for them in mainstream classrooms (Education Commission of States, 2013). Moreover, EB students are more likely than any other children to be taught by teachers with an emergency credential. There is reason for concern about the low percentage of teachers who are

qualified to teach these students. An increasingly large body of research has established that teachers with good professional preparation make a difference in students' learning (Darling-Hammond, 2002; Sanders & Horn, 1995; Sanders & Rivers, 1996). A recent study conducted in Los Angeles Unified School District (LAUSD) investigated the relationship between EB student achievement gains and the credential held by the teachers who taught them in 29 schools and 177 classrooms with large numbers of EB students. Overall, the higher the concentration of EB students in the classroom, the higher the proportion of teachers who held at least some authorization to teach one (Sanders & Rivers, 1996). Yet, among classrooms where a majority of students are EB students, only about half of the teachers held an appropriate credential. Using data on the proportion of EB students in each type of classroom, it is estimated that only 53% of all EB students enrolled in grades 1-4 in California in the 1999-2000 school year were taught by a teacher with any specialized training to teach them effectively (Fillmore, 2000a).

Educating Emergent Bilingual Students

Over the past four decades, a solid body of research has been amassed on second language acquisition, bilingual brain development, effective programs, pedagogy, best practices and ELD lesson development. This research provides guidance to schools seeking to create powerful programs in the education of emergent bilingual students. The first step in creating effective programs in educating EB students is knowing who the students are and looking beyond the single label of classification as EL to understand the very different needs of each student that arrives at the school's doors. Beyond the shared challenge of an English language barrier, EB students differ in the languages they speak, the degree of fluency in English, in cultures they come from, in the social status they hold, in the type of prior schooling they have had as well as in the experiences of coming to the United States. Particularly relevant types

include under-schooled students, newly-arrived highly educated adolescents, and LTELs who

have been in U.S. schools for six years or more (Olsen, 2006). While there is no single program

model that fits all EB populations and local contexts, all EB students need a cognitively

complex, coherent, well-articulated and meaningful standards-based curriculum taught in a

comprehensible manner, and a program that will enable them to learn English quickly enough

and fluently enough to participate fully in grade-level academic curriculum while respecting their

culture, language and identity.

Culturally and Linguistically Sustaining Practices

In order to create truly equitable classrooms, schools, and districts, educators should

continuously strive for social justice, access, and equity. This requires educators to adopt a

stance of inquiry toward their practice and to engage in ongoing, collaborative discussions with

their colleagues about challenging issues, including race, culture, language, and equity.

Culturally and linguistically responsive teaching and equity-focused approaches emphasize

validating and valuing students' cultural and linguistic heritage while also ensuring their full

development of academic English and their ability to engage meaningfully in a range of

academic contexts across the disciplines (McIntyre, Hulan, & Layne, 2011).

Culturally responsive practices in schools and classrooms have been shown to be an

effective means of addressing the achievement gap as well as the disproportionate representation

of EB students in programs serving students in gifted and talented educational (GATE) programs

and within secondary settings in Advanced Placement (AP) or college preparatory pathways

(Griner & Stewart, 2012). Many researchers posit that a major cause of the underachievement of

EB students, and the disproportionate representation of these students in these programs, is the

divide between home and school cultures. In a research study by Griner and Stewart (2012),

evidence revealed that schools and teachers who have adopted a culturally responsive pedagogy have the ability to act as change agents in their schools to help bridge the divide and encourage more equitable schooling experiences for EB students. Griner and Stewart use the work of Gay (2000) to define culturally and linguistically responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically and linguistically diverse students to make learning encounters more relevant to and effective for them" (p. 589). Culturally responsive teaching has the following characteristics according to Gay:

> it acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; it builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities; it uses a wide variety of instructional strategies that are connected to different learning styles; it teaches students to know and praise their own and each other's cultural heritages, and it incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (Gay, 2000, p. 589).

The absence of cultural and linguistic understandings of EB students has also led to an over-representation of students in special needs classroom. Students who are inappropriately placed in these programs may suffer many consequences. On identification for programs serving students with special needs, it is likely this label will remain with students throughout their entire education experience. Other consequences may follow: diminished expectations, unequal access

to the curriculum, lack of opportunities to connect with peers that have not been labeled, and the

continued within-school segregation (Griner & Stewart, 2012).

Additionally, one of every three students enrolled in either elementary or secondary

school is of racial, ethnic or language-minority backgrounds, while nearly 87% of the teachers

are White, female and monolingual, reports Griner and Stewart (2012). The lack of student–

teacher connections, led by the cultural divide between many schools and the communities in

which they are situated continues to overwhelm the educational community. This divide,

specifically between teachers and their students, can lead to devastating learning experiences for

students. Many EB students struggle to relate and connect with their classroom teachers, feeling

misunderstood and undervalued. This culture divide presents several barriers to EB students in

adapting to school processes and expectations, which impedes positive learning outcomes and

too often leads to inappropriate placement in programs serving students with special needs.

Teachers and schools that are armed with the tools to enact a culturally responsive

pedagogy are capable of effectively addressing the opportunity and achievement gap (Griner &

Stewart, 2012). Schools and teachers must adopt an asset-based stance toward the culture and

language of their students and an additive approach to their students' language development by

enacting the following principles: self-educate, draw on and value students' cultural

backgrounds, address language status, expand language awareness, support the development of

academic English, and promote pride in cultural and linguistic heritage (Griner & Stewart, 2012).

Paris (2012) refers to this stance as culturally sustaining pedagogy, requiring that pedagogies be

more than responsive of and or relevant to the cultural experiences of people, but that it requires

individuals to sustain the cultural and linguistic competence of their communities while

simultaneously offering access to dominant cultural competence. Thus, culturally sustaining

pedagogy seeks to foster "linguistic, literate and cultural pluralism" (Paris, 2012, p. 94), supporting multilingualism and multiculturalism for both students and teachers (Paris, 2012). This approach brings value to the whole child and the experiences and knowledge they bring into the classroom, embracing all that they are and not expecting them to lose their language and culture for the adding on of another culture and language.

Pedagogy

Pedagogy is the art (and science) of teaching. Using learning theories assists in shedding light on different aspects of the learning process. Learning theories, such as behaviorism, cognitivism, and socio-constructivism, are conceptual frameworks that describe how students process knowledge while learning. Effective teachers recognize which conceptual frameworks will yield the highest results for their student population. Effective teachers will use an array of teaching strategies to obtain that goal. There is no single, universal approach that suits all situations; different strategies used in different combinations with different groups of students to improve their learning outcomes is a sign of a critically reflective teacher that understands learning theory and pedagogy. In a study conducted by The Center for Research on Education, Diversity and Excellence (CREDE), the importance of pedagogy was revealed and in particular to the pivotal role of the teacher, underscoring the importance of instructional practice (Entz, 2007). Effective teaching practices are necessary for all children, but vital for EB students. Each teacher has a vast array of pedagogical approaches and teaching techniques to draw from, however, to imply that they are all equal and are effective in producing positive student outcomes for all students is a fallacy (Entz, 2007).

To best attend to the needs of EB students, the teacher must have a mastery of the content and curriculum. Moreover, teachers must have a mastery of learning theories, standards,

assessments, and have the ability to organize lesson designs. Furthermore, teachers should also be able to engage students and develop the trust and relationship to make the most appropriate instructional decisions. A skillful teacher ties all these features together using conceptual frameworks and pedagogy, the science of teaching and learning. The ways a teacher interacts with students and organizes instruction are critically important aspects of bridging the opportunity and achievement gaps for EB students.

Within Entz's (2007) study, CREDE researchers engaged in five years of extensive research into pedagogy specific to students faced with systemic inequities. The examination revealed various pedagogies that when implemented systematically, resulted in improved educational outcomes, referenced as the Five Standards (Entz, 2007). These standards or principles, include (a) joint productivity, (b) developing language and literacy skills across the content areas and curriculum, (c) contextualization/making meaning and connecting lessons to student's lives, (d) cognitive challenge, and (e) instructional conversation. Joint productivity draws from the apprenticeship system of learning, the working towards a common goal alongside an expert that facilitates learning and processing of complex real problems (Entz, 2007). In this dynamic, academic concepts are married with everyday life, embedding concepts and language into meaningful activities where shared understandings can build future learning opportunities. These understandings most reflect an underpinning of socio-constructivist and cognitivism. Teachers can facilitate these joint productive activities of working together by designing challenging activities that require teacher-student collaboration with a common goal to be accomplished, with a focus on the process. Developing language and literacy skills across the content areas and curriculum reflects Vygotsky's (1978) reference of words as tools for thoughts. The acquisition of language is vital for social interaction and thinking (Bialystok, E., 1991). The

research determined that all forms of language area necessary for school success, including

social language, cross-disciplinary vocabulary and disciplinary academic language, a reflection

of Isabel Beck's reference to tiered leveled vocabulary. In which social language is referenced

as Tier I vocabulary, cross-disciplinary as Tier II vocabulary and III as disciplinary language

(Beck, 2002). All students need to be skillful in a variety of forms of discourse, including

listening to and answering questions, asking questions and challenging claims and using oral and

written representations to further individual understanding and to function in the community.

Thirdly, connecting lessons to students' lives reflects viewing every student as an asset, holding

experiences, knowledge and language to build from. The focus of this standard is to help

students draw a connection to new information in a formal educational setting to the connections

they have already constructed. By connecting new ideas to the familiar, teachers expand

students' understanding to include new information. At-risk students, often inclusive of EB

students who are subjected to systemic inequities, benefit greatly from a teacher who expects

them to learn and who positions tasks within the individual zones of proximal development

referenced by Vygotsky (1978). The teacher begins this process by understanding a students'

prior knowledge and then constructing lessons and activities based on their knowledge base.

Through carefully designed activities, questions and modeling, the teacher helps the student

understand, apply, analyze, evaluate and create based on what they are learning (constructivism).

CREDE research further revealed that the most effective ways to engage students in language

development, participate in more complex thinking and achieve positive academic outcomes is

through dialogue, questioning and sharing ideas (Entz, 2007).

Findings have revealed that in classrooms where these learning theories were understood

and pedagogies practiced, even more than academic success was present (Bhowik, Banerjee, &

Banerjee, 2013). These methodologies provide opportunities for all students to engage, to receive close attention with the teacher and interaction, and to exist in a classroom where one's experiences, manners of speaking, and cultures are respected and integrated into the fabric of learning. Each student is held to high expectations, each student holds themselves accountable, and teachers have the standards of pedagogy to enhance learning. The data collected provides evidence that student achievement is higher in classrooms where effective pedagogy via the Five Standards is present (Entz, 2007).

English Language Development

EB students, in order to progress through the U.S. educational system, must acquire English and yet are not able to access the English-taught curriculum without scaffolds and supports. Highly skilled, knowledgeable and motivated instructional leaders and teachers must engage in effective instructional practices and delivery of well-planned ELD lessons to bridge the achievement and learning gaps for EB students. Olsen (2006) reported that a comprehensive ELD program requires (a) actively developing all domains of language, (b) addressing varying levels of English fluency, (c) developing academic English, (d) providing opportunities for emergent bilingual students to engage with English proficient peer models, (e) a supportive environment, and (f) recognizing the importance of primary language in transfer.

In 2006, the National Literacy Panel on Language-Minority Children and Youth released a long-awaited comprehensive synthesis of research on literacy attainment. It concluded that approaches to reading and literacy that are effective with English-fluent students are not sufficient for teaching language-minority students to read and write proficiently in English, and that those approaches must be adjusted to have maximum benefit for language-minority students (Olsen, 2006). EB students need a comprehensive ELD program, strategies to promote English

skills throughout the academic curriculum, and intentionally designed opportunities (Olsen, 2006).

In an effort to improve the educational achievement of EB students, California and its school districts have adopted two major instructional policies; one is the adoption of the 2012 ELD standards and proficiency level descriptors (PLDs) and the other is the use of the ELA/ELD Framework in 2014, to best provide instructional support in meeting the complex needs of EB students. The California ELD Standards are to serve as a benchmark of progress towards English language acquisition and proficiency in all four domains: listening, reading, speaking and writing. The standards are also organized into three levels of fluency: emerging, expanding, and bridging and operate as the PLDs (CDE, 2014). ELD standards and lesson designs amplify disciplinary areas with intentional language use. EB students must have purpose for using language (social function), know how to use it meaningfully (metalinguistic) and know how to access resources to be knowledgeable of language in order to be precise with language use to convey exact meaning. ELD focuses on the integration of listening, reading, speaking and writing so that EB students can build proficiency in English. Intentional ELD lesson designs are critical for accelerating students academically and linguistically. With the shift of the Common Core State Standards, every teacher is called to be a teacher of language and literacies for all students, including EB students, so that they can engage in disciplinary ways in their classes. There is a pivotal role for educators working with EB students to develop their initial English language skills, both social and academic, in "deep, generative, and accelerate ways" (CDE, 2014, p. 2).

Actively developing all domains of language. EB students need structured opportunities to learn, engage, and use English in all four domains of language: listening,

reading, speaking and writing. A strong foundation and development in each domain strengthens the others (Walqui, 2012). In order to become an effective communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of proof of learning and confidence. Listening and reading are receptive skills, they receive and understand it. Whereas the productive skills are speaking and writing, given learners are applying these skills in a need to produce language. When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as listening, reading, speaking and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning (Sadiku, 2015). With these four skills addressed while learning English, the learner will develop the needed communication skills to thrive within today and tomorrow's competitive world.

Addressing varying levels of English fluency. EB students vary in their mastery of English. Some have had no prior exposure to English, while for others, the sounds, words and communicative formats of English are truly foreign to them. Others may have been born in the United States, exposed to English from an early age through family and have some fluency. All are in the process of learning the language. Along the continuum from non-English proficiency to fully English proficient, students have different needs. Quality ELD differentiates curriculum and instruction by the English fluency level of the student, and provides students with the specific skill development and scaffolding needed to move to the next level of English fluency (CDE, 2014). Learning academic English is one reliable way, research has shown, of attaining socio-economic success in the U.S. today. Therefore, addressing students' progression of BICS to CALP is important. Often, many second language learners may acquire the social language to

communicate with peers, but lack in their command of academic English. The variety of English entails the complex features of English required for success in public schooling and career advancement. It involves mastery of a writing system with particular academic conventions as well as proficiency in the four domains. However, deliberate attention on developing academic English has often been ignored or under-emphasized in instruction. Addressing the importance of both BICS and CALP within school and community settings is a part of attending to the developing levels of English proficiency and is an underpinning to future academic success (Cummins, 1999).

Developing age-appropriate and context-appropriate language, with an emphasis on academic English. The new standards, including Common Core State Standards in ELA and Mathematics as well as Next Generation Science Standards, signal a fundamental upward shift in the knowledge, skills, and abilities that students must develop in order to be college- and career-ready in the 21st century. Nowhere is this shift more obvious than in the sophisticated language competencies students will need. While previous standards were largely silent on the kinds of language competencies students need to perform in academic subject areas, the new standards make them explicit. The standards find a view of language proficiency far beyond vocabulary, control of grammatical forms and native-like fluency. They call for high levels of cognitive engagement, metacognitive skill, and academic discourse within the disciplines. Just as these competencies cannot be developed using a traditional subject matter transfer, neither can they be fostered with a language pedagogy that values accuracy and correctness at the expense of meaning-making and communication (U.S. Department of Education, 2014). Per the U.S. Department of Education (2014), language fluency is defined by the purposes of communication and the context in which language is used. What is considered

English fluency for a 5-year-old on the playground is different from the English fluency expected

of a teenager in a history debate. ELD should be geared towards the grade and age level of the

student, and include an emphasis on academic English as well as social language. Students

cannot succeed in academic curriculum unless teachers integrate ELD strategies for reading,

writing, vocabulary, and discourse into the teaching of academic content. To do this, teachers

must be knowledgeable about the processes and practices of second language acquisition.

Teachers need to identify the language demands of the content they are teaching, identify key

vocabulary, define the kind of reading or writing skills or listening and speaking tasks that will

be required, and then systematically teach that academic language (Fillmore & Snow, 2000).

There are clear differences in acquisition and developmental patterns between

conversational language and academic language, or BICS and CALP. Mastering academic

language is a challenge for all students, and yet research shows that it is especially challenging

for students with limited exposure to that language outside of school. For emergent bilingual

students, under-developed CALP are largely responsible for poor reading comprehension, a

keystone in mastering any content, and it has been shown to be a major contributor to

achievement gaps between ELs and English-proficient students (Cummins, 1999).

Providing opportunities to engage with English proficient peer models. EB students

need to interact regularly with students and teachers who are good English-language role models,

so they hear the language used in daily life (August & Hakuta, 1997). If students have to use

English to work together for authentic learning tasks (as well as social interactions) they become

more motivated to learn the language. Attention must be paid both to the need to group students

by language fluency for targeted instruction, and to create time and mechanisms through which

EB students interact with English proficient peer models (Walqui, 2012).

A supportive learning environment for language learning. A safe, effective environment in classrooms and on the school campus enables EB students to take risks to use and develop their new language. EB students are commonly misunderstood, laughed at, or not responded to because they speak English with an accent or incorrectly. These experiences exert a powerful influence on how well and how quickly students learn English. Teachers need to establish norms of inclusion and respect in the classroom, and use instructional strategies that enable an EB student to participate. One example is to employ extended wait time after asking an intentional question, giving an EB student an opportunity to find the words and construct their response. Cooperative learning strategies support positive social interactions, a sense of community in the classroom, and promote English use, as students communicate with each other to complete their assignments (Kagan, 1989). While other scaffolds such as realia, picture file cards, gestures, the chunking of information, the use of color-coding within instruction, and patterns assist in making content comprehensible and ease in risk-taking in the language learning process (Walqui, 2012). Additional scaffolds, such as language stems or frames and content or language objectives supports meaningful interactions to occur. Krashen (1982) states that three core elements are needed to learning a second language, (a) a comfortable learning environment with a low threshold for anxiety, (b) meaningful tasks that purposely engaged in students to learn how to listen, read, speak and write, and (c) engagement in tasks that are just a bit beyond the students' current ability. In a genuinely supportive learning environment, every student feels valued, included, and empowered. Each student needs to know that their story matters. For teachers and principals, this means listening and taking the time to learn about each student. A supportive learning environment is more than the tangible environmental structures of a room, but the belief systems and values that are exuded in what is prioritized, how students are

encouraged to take risks and create a low-affective filter, and encouraging productive

relationships to be developed (Kagan, 1989).

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by language fluency for targeted instruction, and to create time and mechanisms through which

EB students interact with English proficient peer models (Walqui, 2012).

Recognizes the role of primary-language development. Literacy skills are not

language specific; they can be learned in one language and transferred to another language,

drawing upon a common cognitive base (Garcia, 2008). EB students enroll in schools with a

home language that should be developed and built upon as a foundation for literacy in English. It

is easier and more efficient to learn to read and write in one's strongest language because the oral

foundation and vocabulary already exist. The National Literacy Panel on Language Minority

Children and Youth concluded that oral proficiency and literacy in the first language facilitates

literacy development in English (Walqui, 2012). James Cummins (1981), explored the effective

use of primary language in transference to reaching higher levels of English proficiency but also

the role primary language holds in perceptions of identity and value. The importance of primary

language has been linked to several important outcomes: (a) sustaining a child's first language is

critical to their identity, (b) when the native language is not maintained, important links to family

and community are lost, (c) students who cultivate their primary language are connected to

higher academic achievement, and (d) have better employment opportunities (Cummins, 1981).

The role of primary language in students' learning cannot be understated.

Instructional Leadership: A Principal's Role

The educational field is increasingly clear that leaders play a key role in shaping and improving learning. Questions remain about the size and nature of the effects of school leaders' actions, but an empirical case has been made regarding the relationship between school leadership and instruction (Elfers & Strikus, 2014). Inadequate teaching capacity along with other schooling conditions creates serious equity challenges for leaders as they attempt to provide direction and support for equitable and effective educational opportunities. Unless schools can create a context where students are able to access grade-level content and engage in learning environments that foster language learning, EB students' prospects for advanced schooling are extremely limited. Elfers and Strikus (2014) examined how leaders can create systems of support for classroom teachers in their support of EB students. Through their qualitative case study of four school districts serving emergent bilingual students, their findings revealed that recent shifts in practice of instructional leaders point to the need for principals to be focused on learning and their role in improved student achievement. The search for an association between principal actions and student learning has shown that principals who focus on instruction, foster community and trust through clear communication, have an understanding of andragogy and develop structures of on-going instructional support can change instructional practice (Elfers & Strikus, 2014).

Instructional Leadership

Principals, or site administrators, must take on diverse roles, and support themselves and teachers with differing needs, developmental orientations, levels of experience, and preferences

to retain and support teachers under conditions of standards-based reform and increased accountability. Principals must arrange K-12 teachers to prepare students to prosper in a global knowledge economy. The demands of leading in the twenty-first century require important changes across all levels of the school and district. There is a pressing need to support principals in addressing these challenges so that they can cultivate schools to be learning focused. One pathway to supporting principals is to develop how they might better support their teachers. Nurturing principals as they enhance their capacities to be professional learning leaders, or adult developers, holds great promise (Drago-Severson, 2007). Leadership supportive of adult development makes schools better places of learning for children and youth, focusing on learning as a priority.

This emphasis on learning and instruction has refocused the purpose of an instructional leader and their impact on student outcomes. Instructional leadership differs from that of a school principal or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied with managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers (Jenkins, 2009). In short, instructional leadership reflects those actions a principal takes to promote growth in student learning. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision into realization. Blasé and Blasé (2000) cite specific behaviors of instructional leadership, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional learning opportunities, and giving praise for effective teaching. Inherent in the concept of instructional leadership is the notion that learning should be given top priority while everything

else revolves around the enhancement of learning. Instructional leaders need to know what is going on in the classroom. Without this knowledge, they are unable to appreciate some of the problems teachers and students encounter (Jenkins, 2009).

Within a study by Jenkins (2009), four skills surfaced as necessary for instructional leaders in creating instructional change. Instructional leaders need to be instructional resources, communicators, have a visible presence and have current knowledge and research-bases of curriculum, instruction and assessment (Blase, 1999). Further research on the impacts of instructional leaders on student outcomes through teacher development has been amplified by Blasé and Blasé (1999). In having assessed 40 principals' instructional effectiveness, those noted as most effective had the qualities of an instructional leader.

Andragogy

One way to increase opportunity for EB students are for principals to build efficacy in andragogy, adult learning theory, and work simultaneously at transformational and instructional tasks. As an instructional leader, the principal seeks to elicit higher levels of commitment from all school personnel and to develop organizational capacity for school improvement. As an instructional leader, the administrator collaborates with teachers to accomplish organizational goals for teaching and learning; engaging teachers in effective instructional practices through professional learning and coaching (Marks & Printy, 2003). Such an orientation theoretically encompasses everything an administrator does during the day to support the achievement of students to learn and the ability of teachers to teach through learning best practices. Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional learning is

ongoing and focused toward school goals are among the key tasks that principals must perform

to be effective instructional leaders (Lunenburg, 2010).

Knowles (1968) was the first to bring prominent attention to andragogy (adult learning

theory) and its role within education. In 1980, Knowles made five assumptions about

the characteristics of adult learners (andragogy) that are different from the assumptions about

child learners (pedagogy). Adult learners, Knowles (1968) postulated, hold the following

characteristics in the context of learning, they: (a) have a self-concept of being a self-directed

human being, (b) have accumulated a growing reservoir of experiences that operate as resources

for learning, (c) hold a readiness to learn that is associated with their social roles, (d) have an

orientation to learn that has shifted from subject-centered to problem-centered, and (e) have

developed internal motivation. Thus, the manner to which they learn and engage in meaningful

exchanges has shifted over time. Instructional leaders lead teachers in the development of their

instructional practices. However, many instructional leaders are unaware of the theories of

andragogy, and at times engage ineffectively in meeting the needs of their staff, employing

pedagogy versus the more appropriate methodologies of andragogy. Instructional leaders that

understand andragogy, apply these principles to adult professional learning and coaching.

Instructional leaders incorporate planning, reflection, and experience-based activities into their

professional learning, building relevancy through problem-based practices. Through an

understanding of the principles of andragogy, instructional leaders position themselves to have a

greater impact on student achievement through the work they engage in with their teachers

(Knowles, 1968). Table 2 reflects two researcher's conceptualization of andragogy.

Table 2

Tenets of Andragogy

Knowles (1984)	Arshavskiy (2013)
Adults need to be involved in the planning and evaluation of their instruction.	Adults are internally motivated.
Experience (including mistakes) provides the basis for learning activities.	Adults bring life experiences to new learning situations.
Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.	Adults are goal-oriented.
Adult learning is problem-centered rather than content-oriented.	Adults are relevancy-oriented.
	Adults are practical.
	Adults like to be respected.

Professional Learning and Coaching

The most effective professional learning growth opportunities have topics that emerge from teacher interests, require long-term commitments from all parties, and engage in clear measurement and evaluation of goals and teaching targets (Knowles, 1968). Professional learning is structured learning that results in changes in teacher practices and improvements in student outcomes. Joyce and Showers (2003) revealed four key components of professional learning within their studies. The first focuses on knowledge and consists of exploring the theory or rationale for the new skills or strategies. Subsequently, they suggest, training needs to involve modelling the new skills, ideally in a setting closely approximate to the workplace. The third component is practice of the skill, estimating a substantial period of time (8-10 weeks, involving 25 trials) to 'bring a teaching model of medium complexity under control.' Finally, peer coaching is the collaborative work of teachers in planning and developing the lessons and

materials to implement the training effectively (Joyce & Showers, 2003). Teachers learn to acquire new skills through these steps and through persistence, acknowledgement of the transfer problem, teaching new behaviors to students, understanding the importance of the underlying theory, proactive and productive use of peers and flexibility (Joyce & Showers, 2003).

OCDE Project GLAD® (Guided Language Acquisition Design)

The OCDE (Orange County Department of Education) Project GLAD® (Guided Language Acquisition Design) model began in the classrooms of educators in Fountain Valley School District in Orange County in the 1980's. Faced with increasing student diversity from across the globe, many refugees, educators supporting EB students in Fountain Valley School District were tasked to engage with the leading researchers of the time to develop a methodology to attend to the needs of this diverse group and understand the nonlinear and complex nature of language acquisition. Through studying Cummins, Krashen, Piaget, Lily Wong Fillmore, Kagan and Collier & Thomas to name a few, a conceptual framework of how to teach rigorous content with academic language for EB students emerged, Project GLAD. Absent of standardized assessments for English proficiency and ELD standards at that time, the model became a gateway for transformational practice for EB students in California. Having obtained success in rapidly closing the linguistic gaps and building English proficiency through the content areas, Fountain Valley SD's Project GLAD model was recognized for the "Academic Excellence" Award by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) in 1998. This was followed by recognition as a model reform program by California Department of Education (CDE), identified as a training model for multiple Achieving Schools and Distinguished School award winners, recommended as a K-8 project by the California State Superintendent of Schools for teachers of English learners and

highlighted as a "Best Practices" program for Title III professional development by CDE. In

November 2017, the OCDE Project GLAD® model was also awarded the California School

Board Association (CSBA) Golden Bell Award. A state-wide testimony to the model's impact

on closing the achievement gap for EB students. Having received both a national and state grant

to disseminate the model's methodology, the National Training Center was formed at the Orange

County Department of Education (OCDE) to support that effort. Currently, OCDE owns the

trademarks and registrations for the model, supporting the national and local efforts to share this

work for systematized change within educational settings. Now, the model has reached 34 states

across the United States, has two Regional Training Centers in Washington and New Mexico,

and has over 500 trainers and growing, supporting this work nationally. Having recently

partnered with California Association of Bilingual Education (CABE), the model has now gone

international in efforts to support the students California shares with Mexico.

OCDE Project GLAD® is a rigorous professional learning model based on a collection of

research-based, effective classroom strategies designed to meet the needs of EB students. It

focuses on an integrated approach, aimed at supporting language acquisition and proficiency in

grade level content standards. The model is organized around six component areas: Focus and

Motivation, (Comprehensible) Input, Guided Oral Practice, Reading and Writing, Extended

Activities for Integration, and Assessment and Feedback, contextualized in culturally and

linguistically responsive teaching and learning (OCDE, 2015). The model's design is based off

the research of the Joyce and Showers (2003) framework and builds the needed skills for

teachers and implementers to have depth in learning theory, the rationale of best instructional

practices for EB students and the strategies to know how to measure academic and linguistic

progress.

For over 20 years, OCDE Project GLAD® NTC has provided exemplary training for

educators both nationally and now internationally resulting in students' access to quality

instruction through intentional language instruction and high-levels of success. The model

enhances teachers' design and delivery of standards-based instruction through an integrated

approach with the intent of building language proficiency and academic comprehension. OCDE

Project GLAD® classrooms promote an environment that respects and honors each child's voice,

personal life experience, beliefs and values their culture. The goal of the NTC is to support

Local Educational Agencies (LEAs) in building sustainable implementation structures to meet

the needs of EB students through the development of trainers and systems of continuous

improvement through Regional Training Centers. Trainers from across the nation report

evidence of student impact from high levels of engagement, declining truancy, increased

reclassification rates, sustaining growth in SBAC scores, to teacher evidence of growth in self-

efficacy, knowledge and skills in how to best attend to the needs of EB students, and refined

integrated and designated ELD lessons. The NTC, focused on systems change and sustainability,

is responsible for research, development, refinement of the model, growth and educational

reform. The NTC is diligent in remaining responsive to the needs of students and school

systems.

Instructional Leaders' Knowledge, Motivation and Organizational Influences

The focus on knowledge and skills, motivation and organizational influences on

stakeholder and ultimately, organizational performance, derives from the work of Clark and

Estes (2008). Any gaps in knowledge and skills, motivation, and organizational influences or

root causes of performance gaps can then be addressed by knowledge and skill modifications and

motivational adjustments. In increasing knowledge, skills and motivation, and focusing these

skills on organizational goals, performance gaps will be addressed and assets needed to attend to EB students determined (Clark & Estes, 2008).

Instructional leaders' ability to influence the academic progress of EB students through supporting teachers' implementation of high leverage strategies can close opportunity and achievement gaps for these students as well. The knowledge, motivation and organizational influences related to instructional leaders' capacity to train and support teachers in best practices to support universal access, like OCDE Project GLAD® model's strategies will be examined. Additionally, instructional leaders' methods of professional learning, coaching, alongside their skills in implementing adult learning theory (andragogy) will be evaluated.

Knowledge and Skills

In order to evaluate instructional leaders' knowledge and skills related to increasing opportunities and achievement for EB students, Krathwohl's (2002) categorization of knowledge will be used. Factual knowledge is basic knowledge of facts specific to domains, contexts or disciplines. Krathwohl (2002) suggested that recalling, recognizing, and remembering are the cognitive functions associated with factual knowledge. Knowledge of categories, principles, theories, structures and generalizations is conceptual knowledge. Factual information is foundational in building a macro-oriented perspective that conceptual knowledge fosters when analyzing how complex systems work together, comparing and contrasting and forming higher-order thinking skills. When procedural knowledge is cultivated, learners are able to apply their knowledge in the context of practice. A critical knowledge type that is often overlooked is metacognitive knowledge, which refers to a learner's self-awareness of their own cognitive learning processes and the skill to control and act upon it. According to Krathwohl (2002),

having metacognitive knowledge allows learners to consider contextual and conditional aspects of given activities that can generate strategic behaviors in solving problems.

Instructional leaders, according to research, are the second most impactful influencer in student achievement after teachers, and are a necessary stakeholder to study; they need to know how to accomplish the performance goals of their organization and anticipate future needs. Having the right knowledge and skill-set will assist in navigating through potential hurdles and determining innovative solutions. However, the ramifications of instructional leaders having gaps in knowledge and skills pertaining to meeting the needs of EB students have long-standing consequences, from declining academics, students remaining classified an EL and progressing to a LTEL status, to not gaining access to A-G subject requirements in High School representative of obtaining a breadth of general knowledge for advanced study in University of California systems. Understanding the OCDE Project GLAD® model's research and theories on second language acquisition, EL typologies, the role of cultural proficiency in instruction and the manner to which intentional planning for effective strategies that meet the needs for EB students is critical in closing the opportunity and achievement gaps faced by EB students. Yet, conceptual knowledge of the model is but one factor, instructional leaders also must understand how to provide procedural support for effective implementation, have the skills to implement adult learning theory to support teachers and develop the metacognitive skills to reflect on the effectiveness of these processes and adjust accordingly, supplying teachers with the skills of self-reflection.

Knowledge of emergent bilingual student typologies. In order to provide teachers the appropriate coaching on how to best support the various EL student typologies in one's classroom, an instructional leader must have a conceptual understanding of what these typologies

imply and build relationships with teachers, students and families.   Seeking to understand an EB

students' background and the experiences and potential tribulations they have faced, will best

support an instructional leader in determining what resources or services a teacher may need to

best instruct emergent bilingual students. Previous access to formal schooling, interrupted or

consecutive schooling, level of native/primary language literacy, and whether the student is a

newcomer, newcomer refugee or has been within U.S. schools for longer periods of time all

require a different skill-set in instructing and lesson delivery (Freeman, Freeman, & Mercuri,

2002). Table 3 represents the EL typologies and the definitions of each, per California

Department of Education's (CDE's) California Assessment of Student Performance and Progress

(CAASPP) Institute.

Table 3

English Learner Typologies

Typology	Description
Native U.S.-born ELs	ELs who are U.S. born citizens.
Foreign- born ELs	ELs who are born outside of the U.S.
Newcomer ELs	ELs who have been in the U.S. for 1 or 2 years
Highly-Schooled ELs	ELs who have been in the U.S. for 1 to 2 years, but who attained a high quality education in their primary language
Students with interrupted formal schooling	Students who had limited to no access to school in their home country or whose education was interrupted.
Transnational ELs	ELs who frequently travel between the U.S. and their home country.
Long-Term English Learners (LTELs)	Students who remain classified as EL for 5 years or longer.
Reclassified Fluent English Language Proficient Learners (RFEP)	Former ELs who have met their state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.

As an instructional leader builds knowledge on the various profiles or typologies of EB students, makes decisions on what professional learning experiences teachers should have exposure (such as the implementation of the OCDE Project GLAD® model), or what books or curriculum should be adopted that may best reflect a students' culture, social emotional training or trauma training to best support teachers in their support of refugee students, or how to systematically increase academic language for LTELs in secondary settings. Within an instructional leaders' coaching, one could intentionally target the specific need of the typologies present in the classroom and engage in coaching conversations that specifically attend to their progress, analyzing improvement, determining gaps and modifying instruction using the OCDE Project GLAD® strategies. In deepening one's conceptual knowledge of the OCDE Project GLAD® model and its strategies, instructional leaders would be more equipped to attend to the complex and dynamic needs of EB students by equipping teachers through coaching and on-going professional learning. In doing so, instructional leaders can begin to strategically attend to closing the opportunity and achievement gaps and prevent systemic inequity.

Understanding the OCDE Project GLAD® model and strategies. Instructional leaders' understanding, of the OCDE Project GLAD® model and strategies for meeting the needs of EB students can assist in the organizational goal of increasing their academic progress and the rate of reclassification annually. As instructional leaders understand the conceptual rationale and research behind each of the component areas within the model, they can support their teachers in better designing lessons and tasks that meet the various EB student typologies that may be present in their classrooms. Through a comprehensive understanding of this model, recognizing the strategies and practices that best support EB students and expecting and inspecting usage of these strategies, instructional leaders can support their teachers in meeting

the cognitive, linguistic and emotional needs of all students, providing universal access, which are vital for EB student populations. This study will analyze how degrees of knowledge of the model supports in instructional implementation of the strategies by teachers.

Understanding andragogy and knowing how to convert theory into practice. In addition to the conceptual understanding of EB typologies and how to best support the distinct needs of each typology using the OCDE Project GLAD® model, instructional leaders need to know the concepts of andragogy, adult learning theory, to be able to best provide effective professional learning, coaching, planning and assessment support for their teachers. Implementing andragogy learning processes would support instructional leaders constructing professional learning and coaching experiences that involve teachers in the planning and evaluation of their instruction, building off their experiences (both positive and negative) in learning activities, ensuring that the practices have immediate relevance and impact, and are problem-centered versus content-centered (Knowles, 1984). In best understanding the concepts of andragogy, instructional leaders could emphasize transfer of knowledge to instructional practices more succinctly, using the self-concepts, readiness to learn, and motivation to learn found within adult learners.

Coaching, per Joyce and Showers (2003), is critical in implementing innovations and attaining the desired outcomes from andragogy. Evidence that coaching contributes to increased implementation of strategies, intentional lesson design, and reflective practices by teachers is seen in the following key outcomes: (a) practicing of new strategies more often and with greater skill than uncoached educators with identical initial training, (b) adapting strategies more appropriately to their own goals and context than did uncoached teachers who tended to practice observed or demonstrated lessons, (c) retaining and increasing skill over time- uncoached

teachers did not, (d) are more likely to explain the new models of teaching to their students,

ensuring that students understood the purpose of their strategy and the behaviors expected of

them, and lastly (e) demonstrating a clearer understanding of the purposes and use of the new

strategies. Frequent coaching and peer discussions, including lessons and materials design,

enable educators to 'think' with the strategies in ways which uncoached teachers never showed,

reflective of the development of metacognitive knowledge (Joyce & Showers, 2003). Within the

OCDE Project GLAD® model are three phases of implementation to increase knowledge and

implementation of the strategies: a 2-Day Research and Theory Workshop, a 4-or 5-Day

Classroom Demonstration in which strategies are modeled with students while teachers receive

coaching while observing, and lastly on-going customized training and support, either by a

trainer in the model or instructional leader. This structure provides an opportunity for andragogy

within coaching to be applied. This study will probe into the degree to which understanding

andragogy by instructional leaders is a need and has shifted instructional practices of teachers to

better meet the needs of EB students through the use of the OCDE Project GLAD® model's

strategies. In better understanding andragogy, instructional leaders will have the skills to better

engage in implementation of the OCDE Project GLAD® model and support teachers in building

the skill- sets to measure progress, develop timelines and criteria.

Ability to self-reflect and adjust implementation strategies.   A culture of reflective

practice and critical reflection is essential for effective instructional leadership, improvement of

instructional practice by teachers and the sharing of power and responsibility (Blasé & Blasé,

1999). Supporting the needs of EB students involves strategic and intentional lesson designing,

utilizing scaffolds and understanding when to gradually release such supports to build students'

independent thought. Teaching involves complex choices about difficult problems, if left

unaddressed, can escalate or evolve into perpetuating or systemic inequities. Instructional

leaders, in return must utilize a different type of thinking to support teachers in addressing such

choices. Complex decisions require instructional leaders to engage in sophisticated reflection

and build this skill-set within each teacher. Expert teachers' teaching is characterized by an

intentional competence that enables them to replicate best practices and strategies and avoid

ineffective but often habitual practices (Lambert, 2003). As instructional leaders operate as

mentors and guides, teachers can grow their ability to reflect, and know not only what to do, but

the rationale behind why strategies are effective in meeting the needs of EB students. In the

1970s, Lortie (1975) described how "failing to reflect on teaching decisions leads to teaching by

imitation rather than intentionality" (p.238). People who enter the teaching profession have

already gone through 16 years of "apprenticeship of observation" (p. 245) as students themselves

and have developed preconceived ideas of what teaching is through having watched others do it.

As students, they recall what teachers did instructionally but do not have a grasp on why they

chose to engage in such practices, and often repeat without comprehension.

Instructional leaders can support the development of reflective thinking within teachers to

effectively make decisions about instructional practices. Instructional leaders, within coaching

sessions, can model suspending judgement and avoid jumping to conclusions, and instead

develop the craft of posing questions that support data driven solutions, listen analytically and

focus on key information that helps clarify what needs to be explored. Instructional leaders need

the knowledge and skills to know how to pose questions that lead teachers in asking themselves

productive questions, consider all potential reasons of the dilemma at hand, and guide in teachers

generating their own solutions. Instructional leaders that are themselves reflective, and model

these skills, can structure collaborative opportunities or networks for teachers to engage in these

coaching sessions collaboratively, can support in drafting plans to implement change and schedule follow-up sessions focused on teachers posing questions of themselves about their own practice. Research (Danielson & McGreal, 2000; Glickman, 2002) validates the role of an effective principal in developing teachers' reflective skills as a part of their professional growth.

Self-reflection prompts deep, deliberate and dialectical thinking, offering instructional leaders an opportunity to think about what works and why (Danielson, 2009). Using reflective practices provides leaders an avenue to analyze and assess one's own practice and focus on effective practices that yield the desired outcomes. It is through this metacognitive practice of thinking about one's own thinking that performance gaps could be best attended. Being metacognitively aware will enable instructional leaders to influence the academic progress of EB students through supporting teachers' implementation of high leverage strategies, reflecting and adapting practice to close opportunity and achievement gaps (Constantino & De Lorenzo, 2001). However, to break the systemic inequities found in educational settings, practicing critical reflection (a sub-set of self-reflection) is also imperative. Larrivee (2000) speaks to the importance of developing as a critically reflective teacher and leader encompasses both the capacity for critical reflection and self-reflection. Critical reflection involves the conscious consideration of the moral and ethical implications and consequences of classroom practices on students, often analyzing where the power lies. Critical reflection involves examination of personal and professional belief systems, as well as the deliberate consideration of the ethical implications and impact of practices- posing whether or not one's practices are furthering inequities or breaking them down. As an instructional and transformative leader, one must model critical reflection in efforts to address and break the widening achievement and opportunity gaps (Larrivee, 2000).

Table 4 presents the assumed knowledge influences of instructional leaders supporting the needs of EB students, categorized by the knowledge types below.

Table 4

Assumed Knowledge Influences

Knowledge Types	Assumed Knowledge Influences
Conceptual	Instructional leaders need to know the different typologies of EB students.
Conceptual	Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of EB students.
Conceptual	Instructional leaders need to comprehend concepts of andragogy (building internal motivation, bridging life experiences, goal-oriented, relevancy-oriented, respect and practicality) to be able to provide effective professional learning experiences.
Procedural	Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback.
Metacognitive	Instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students.

Motivation

In addition to the knowledge and skills required by instructional leaders to meet the needs of EB students, analyzing and evaluating motivational factors provides a window into current performance gaps, the root causes of these gaps and the assets needed to lead instructional shifts. Motivation refers to the personal investment that an individual has in reaching a desired state or outcome and is the product of the interaction between people and their environment (Clark & Estes, 2008), while Pintrich (2003) refers to motivation as "the process whereby goal-directed activity is instigated and sustained" (p. 667). Clark and Estes (2008) asserted that

motivation influences three very critical aspects of our work and private lives- first,

choosing to work towards a goal; second, persisting at it until it is achieved; and third,

how much mental effort we invest to get the job done. (p. 44)

These motivated behaviors are influenced by sociocultural, internal and environmental

factors, in which internal factors will be the focus of this section. Eccles (2007) explains

motivation in school achievement and the perceived value of learning to four factors: intrinsic,

utility, attainment value and the cost of engaging in the task, further explained below. These

psychological factors are important when analyzing the motivations of instructional leaders in

the pursuit of supporting EB students. Reviewing literature that focuses on motivation-related

influences relevant to instructional leaders' value of bridging the opportunity and achievement

gaps for EB students through professional learning and coaching of teachers will provide insights

as to the reasons behind the gaps. This study will focus on the self-efficacy and values of the

instructional leaders providing professional learning and coaching.

Self-efficacy.   Self-efficacy is the evaluation of one's abilities or skills to successfully

complete specific tasks. Bandura and Adams (1977) shared that individuals derive task-specific

beliefs about self-efficacy from previous performance on a task, observing others perform the

same task, social messages received from others about one's ability to do or not do a task, and

one's psychological and emotional states. Rueda (2011) makes reference to individuals with

higher self-efficacy having a greater belief in their own competencies and thus, having higher

expectancies for more positive outcomes. Efficacious individuals will frequently be more

productive and motivated to engage in, persist at, and work harder at a task (Rueda, 2011).

Instructional leaders' self-efficacy to train and coach teachers.   Instructional leaders

need to believe they are capable of effectively training and coaching teachers using the tenants of

andragogy and to implement the OCDE Project GLAD® model. Additionally, instructional

leaders must have confidence in employing structures of support for sustaining practice, such as

professional learning communities, cycles of continuous improvement, and leadership teams.

Instructional leaders' ability to respond to the social and academic needs of growing numbers of

culturally and linguistically diverse students is pressing and significant gaps exist between the

possible and current levels of achievement of EB students as well (Elfers & Stritikus, 2014).

Instructional leaders today are faced with an enormous responsibility to address the gaps and

strive to lead effectively in the context of multifaceted educational challenges. Research has

shown that principals often lack the confidence in knowing how to coach teachers in adapting to

the daily struggles of a changing classroom environment (Drago-Severson, 2007). Self-efficacy,

as Eccles (2007) describes, is a strong predictor of individual performance. In order for

instructional leaders to effectively engage in providing professional learning on high impact

strategies to support language development in various curricular areas and ultimately, to

increasing academic progress and reclassification annually for EB students, they need to feel

confident in their ability to do so.

Expectancy value theory. What one values, or the importance, usefulness or worth of

something, are strong motivators in performance. According to expectancy value theory (Eccles,

2007), value as a critical motivational factor, has four different dimensions: (a) intrinsic interest,

(b) attainment value, (c) utility value, and (d) the perceived cost of engaging in the activity.

Intrinsic interest is the enjoyment expected while engaging in a task, whereas attainment value is

the extent to which engaging in a task is consistent with an individual's identity. Utility value

refers to the long range goals associated with the tasks, while the cost of a task refers to the

perception of whether the time and effort spent on the task is beneficial (Ambrose, Bridges, &

Lovett, 2010). Within utility value, one would see practitioners, with limited time and resources, still preparing for universal access practices, differentiated instruction for EB students, and creating an inclusive environment, as found within the OCDE Project GLAD® model. In the context of this study, the value dimension that is most relevant is utility value.

Instructional leaders' value for implementing best practices. In order for instructional leaders to engage in professional learning and coaching for EB students well, they need to see the value and urgency of teachers, in all content areas, in all grade levels, intentionally implementing strategies within integrated and designated ELD lessons, using language within the context of grade level content (OCDE Project GLAD®) versus teaching language in isolation or not at all. It is imperative that instructional leaders recognize every teacher as a teacher of language and responsible for meeting the needs of EB students for the prevailing gaps to be remedied. Often, EB students do not have access to appropriate curriculum, materials or teachers that intentionally utilize strategies and scaffolds to increase comprehension and access to rigorous, relevant content and curriculum but instead gain access to a watered-down curriculum unreflective of the expectations of one's grade level (Elfers & Stritikus, 2014). As a manifestation of utility value, instructional leaders need to fully language instruction and the OCDE Project GLAD® model's impact on EB students, prioritizing professional learning and coaching of language development.

Table 5 presents the assumed motivational influences of instructional leaders.

Table 5

Assumed Motivation Influences

Motivation Construct	Assumed Motivation Influences
Self-Efficacy	Instructional leaders need to believe they can affect instructional change in teachers.
Self-Efficacy	Instructional leaders need to believe they are capable of effectively supporting the implementation of the OCDE Project GLAD® model in increasing achievement for emergent bilingual students.
Expectancy Value Theory- Utility Value	Instructional leaders need to see the value of teachers implementing OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps, in spite of limited time and resources.

Organizational Influences

In addition to considering how knowledge and motivation gaps can impact performance

goals, it is necessary to look at the third component of Clark and Estes' gap analysis,

organizational influences (Rueda, 2011). Individuals equipped with the requisite knowledge and

motivation need the support of the organization to achieve the organizational goals, in this

context, school site instructional leaders need the support of district instructional coaches to best

engage in supporting teachers in teaching EB students. Even for the most knowledgeable,

skillful and motivated individuals, inadequate processes and materials within an organization can

prevent the achievement of performance goals (Clark & Estes, 2008). When organizations

diagnose an organizational barrier as a root cause of a performance problem, it is typically a

work process, material resource, or a cultural issue. Within this study, organizational culture will

be closely analyzed to best understand instructional leaders' role within CSESD and the ways in

which they sculpt opportunities for professional learning and coaching to enhance EB students' educational experiences.

Rueda (2011) describes organizational culture through cultural models and cultural settings. Cultural models are "the shared mental schemas or normative understandings of how the world works, or ought to work" (p. 55), whereas cultural settings can be considered as the visible aspects of an organization's culture (Rueda, 2011). Organizations positioned for sustainable performance improvement understand their organization's cultural models and settings and thus, why they need to improve their work processes. Having a strong feedback loop to monitor the impact of improvement efforts builds understanding on what changes they can implement to improve their processes. It is imperative to consider organizational influences when analyzing the root causes of gaps in performance (Clark & Estes, 2008).

Organizational cultural models. Per Rueda (2011), cultural models can include group norms, espoused values, shared meaning, linguistic paradigms, philosophies, embedded skills, habits of thinking, rituals and celebrations, and symbols, to name a few. Particularly pertinent within this study is how organizational cultural models are exhibited through the shared meaning of who EB students are and the urgency in which to provide services, perceptions of EB student's capacities and where the responsibility lies in ensuring the closing of their opportunity and achievement gaps. Cultural models are perceivably the most influential aspects of an organization, but are frequently intangible and dynamic, changing over time as environmental factors shift. CSESD's role in cultivating an asset-based mindset and shared responsibility of all instructional leaders at school sites in meeting the needs of EB students cannot be understated, however, equally important is the development of systematic plans for instructional leadership

training and setting an explicit priority of utilizing the OCDE Project GLAD® model's strategies in attendance to the urgent need to bridge the gaps for these students.

   Cultivation of asset-based mindsets. The district's Instructional Services and Supports Division, specifically the instructional coaches of the Language Acquisition and Development Office, need to cultivate a culture reflective of an asset-based mindset regarding EB students. In order to create equitable classrooms and schools, the district needs to continuously strive for social justice, access, and equity, modeling the belief that all students are asset-rich and can contribute to the district's culture and the community. This requires District leaders to adopt a stance of inquiry toward instruction and to engage in ongoing, collaborative discussions with their district colleagues and school site instructional leaders about challenging issues, including race, culture, language, and equity, holding the belief that all students come to the classrooms with assets as opposed to with deficits. Culturally and linguistically sustaining practices and equity-focused approaches emphasize validating and valuing students' cultural and linguistic heritage, and all other aspects of students' identities, while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines (McIntyre, et al., 2011). Evaluating the role of asset-based mindsets in increasing EB students' English proficiency and reclassification rates will provide meaningful information on how the organizational performance goals of this district are obtained.

   In cultivating an asset-based mindset throughout the district, and schools, an individual or populous can begin to critically reflect, suspending judgement, on what might be at the root of issues plaguing one's environment. The development of an asset-based mindset could promote a growth mindset that proves accepting of the deep analysis of root causes without placing blame. This theory is known as double-loop learning, a learning process focusing on attention on root

causes and the changes that need to be made to the beliefs, values, attitudes, and practices of individuals. This looking inward within an organization and its people creates a space to analyze ways in which inequalities may surface. This is in contrast to single-loop learning that focuses on re-establishing stability by enacting solutions, corrections or eliminating perceivable errors. Single loop thinking solutions result in a focus on external factors influencing a situation, leaving beliefs, values and norms intact, perpetuating further potential underlying issues (Bensimon, 2005).

Promotion of shared responsibility. In addition to fostering an asset-based mindset and double-loop learning, the district also needs to develop a culture of shared responsibility in attending to the needs of EB students and the systems to sustain it. The term shared responsibility describes the mind-set that all educators must see themselves as equal stakeholders who must strive to positively influence the education (Fenner, 2014) of EB students in classrooms across the district. In many organizational settings, however, the perception is that those identified as the ELD Coordinator, Director, or expert are ultimately responsible for meeting the needs of the EB student versus the classroom teacher, relinquishing responsibility and dismantling shared responsibility. All district stakeholders who impact EB students' lives have an influence on the education and trajectory of each student. An important focus in creating shared responsibility is developing empathy for the EB student experience, bearing in mind that they are not a monolithic group, and each EB student's academic experience is different. District personnel can promote the sense of shared responsibility by showing behaviors of caring, outreach to both students and families, taking time to attend to and understand the families of EB students and modeling empathy (Fenner, 2014).

Organizational cultural settings. Often, it is through the cultural settings, that one can infer the cultural models and mores. It is in the cultural settings that the how, who, what, where, when, and why of the routines that constitute everyday activities become visible, "while cultural settings can impact behavior, cultural settings are also shaped by individuals and groups- who operate with cultural models that impact their own behavior" (Rueda, 2011, p. 57). The districts' role in establishing infrastructures that creates new norms of practice centered on learning, designing systematic plans for instructional leadership training and creating the urgency to change instruction will be analyzed, as well as the district's prioritization of the use of the OCDE Project GLAD® model's strategies.

Establishing infrastructures that create new norms of practice. Tossing aside district standard operating procedures and jolting the status quo are often needed steps in building infrastructures for learning when systemic inequities have been present, identifying systemwide instructional needs, aligning district resources, creating organizational structures and the policies to support them. In many districts, the availability of resources to continue the status quo typically determines priorities; and in most districts the status quo has evolved into little more than an accumulation of programs and funding sources, leaving fragmented, unfocused district systems in which instructional matters get lost (Meyer, Scott, & Strang, 1994). The district can operate as the unit of change for systemic alterations to occur, building an organization oriented around instruction that would increase student knowledge and achievement by investing strategically in teachers' work and utilizing instructional leaders, as the linchpin to coalesce efforts. In training instructional leaders at school sites to provide the instructional support teachers need to strengthen practices concerning EB students, sustainable change can occur.

In the district placing a high premium on school site instructional leaders as the change

agents, a more conducive learning environment can be developed. Linda Darling-Hammond

(2015) referenced professional learning communities (PLCs), on-going network conferences or

meetings, and walkthroughs as important structures for site instructional leaders to engage in

meaningful learning exchanges and in shifting to an instructional focus. The professional

learning community model flows from the assumption that the core mission of formal education

is not simply to ensure that students are taught but to ensure that they learn. This shift, from a

focus on teaching to a focus on learning, has profound implications for schools and requires

shared responsibility in learning from peers and being trained by experts (DuFour & Eaker,

1998). Identifying talented site instructional leaders to become district-wide instructional leaders

and work in conjunction with the district to lead PLC's across the district, where principals work

in heterogeneous work groups could coordinate better leading their school staff in high-quality

instructional practices using the OCDE Project GLAD® model. In addition to PLCs, devising

structures through which site instructional leaders could learn about exemplary instructional

practice and ways to support teacher and student learning from the wider network of principals

can occur through district hosted monthly meetings or conferences. Within this structure,

principals from across the district can jointly examine aggregated and disaggregated student

performance data to focus attention on EB students and the means of increasing their learning.

Walk-throughs, provides opportunities to analyze teachers' practice and school and classroom

environments, as well as how site instructional leaders are incorporating what they have learned

in the monthly meetings through guided conversation with a district-wide instructional leader

focusing on EB student progress (Blasé, 1999). Within this study, an analysis on the degrees to

which PLCs, monthly site administrator network meetings, and walkthroughs having occurred and its impact on EB students will be evaluated.

Developing systematic plans for instructional leadership training. The district's Instructional Services and Supports Division, with instructional coaches from the Language Acquisition and Development Office, will need to develop a plan for instructional leadership training on presenting, coaching and on-going professional learning to better meet the needs of EB students using the OCDE Project GLAD® strategies. Aiming to increase understanding for instructional leaders on what effective instruction for EB students should look like (OCDE Project GLAD® strategies), reflective practices, and adult learning theory, the district's plans can create the needed accountability structures to support continuous improvement for EB students. Establishing effective infrastructures for learning (such as PLCs, monthly meetings, and walkthroughs) and providing training for instructional leadership has been linked to an improvement in student achievement. Establishing systematic plans for continuous improvement and learning through professional learning and coaching for instructional leaders operates as an indicator of the values of the district and the expectations for instructional leaders and teacher performance (Fenner, 2014). This study will probe into whether instructional leaders have benefited from any training and will explore the effectiveness of the training from their perspective.

Prioritization of implementing the OCDE Project GLAD® model. The district needs to set an explicit priority of utilizing the OCDE Project GLAD® model and its strategies to bridge the gaps of EB student performance. Having this articulated and shared vision of what is expected in instructional practices is key to ensuring sustainable and on-going growth in use. Research has shown (Blasé & Blasé, 1999; Constantino & Lorenzo, 2001; Danielson, 2009), that

given the numerous demands within a teachers' day and the various decisions that need to be

made, it is common to default to old practices. Setting an explicit priority and developing

accountabilities on use, will begin to rebuild the instructional decision making of teachers on

what is needed to best support students, reinforced by site instructional leaders. This study will

analyze whether the OCDE Project GLAD® model has been identified as a district priority and

in what form it has been communicated.

Table 6 presents the assumed organizational influences of instructional leaders through

cultural models and settings.

Table 6

Assumed Organizational Influences

Organizational Constructs	Assumed Organizational Influences
Cultural Model	The district needs to cultivate a culture of asset-based mindsets regarding EB students so that instructional leaders can better support teachers in meeting their complex needs.
Cultural Model	The district needs to have a culture of shared responsibility in attending to the needs of EB students.
Cultural Setting	The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on EB students' learning needs.
Cultural Setting	The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.
Cultural Settings	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.

CHAPTER THREE: METHODS

The problem of practice addressed in this dissertation is the opportunity gaps of emergent

bilingual (EB) students to culturally and linguistically sustaining practices through highly

qualified certificated teachers. The purpose of this study is to examine instructional leaders'

practices in supporting teachers in instructional shifts to increase intentional instruction for EB

students, inclusive of the OCDE Project GLAD® model implementation. The mission in

CSESD is to nurture every child's imagination, intellect and sense of inquiry through

experiencing a rigorous 21st century learning environment that is rooted in effective teaching

practices and high-quality instruction. A goal of CSESD is to "increase collaboration time to all

classroom teachers to ensure that students, and in particular, foster youth, English Learners, and

students of poverty, receive targeted intentional lessons in all content areas" (CSESD, 2017, p.1),

as reported in CSESD's 2017-2018 LCAP. The instructional leadership team wants to ensure

that the teachers in CSESD receive coaching and support to become masterful in the delivery of

OCDE Project GLAD® instructional strategies in support of their EB population.

The gap analysis model (Clark & Estes, 2008) is used to establish and measure

quantifiable goals and indicators, assess gaps, and investigate and resolve, knowledge and skills,

motivation, and organizational issues. In essence, the gap analysis model is a diagnostic tool to

examine the knowledge and skills, motivation, and organizational influences behind performance

gaps. The gap analysis process (Clark & Estes, 2008) is systematic and uses a problem solving

approach that improves performance and achieves organizational goals. The gap analysis

clarifies short-term and long-term organizational and individual goals, assesses these goals, and

describes gaps from actual levels of performance or the steps needed to achieve desired levels.

Rueda (2011) reported that the gap analysis model investigates and validates assumed causes of

gaps so that resources and solutions are directed toward important factors of gaps in performance.

Using qualitative methods, the researcher sought to understand the social phenomena, meaning and context in which the research design evolved. Within qualitative research the focus is on process and meaning, within which the researcher is the primary instrument of data collection and analysis. Through the analysis of the literature, assumed stakeholder influences surfaced as assumed knowledge and skills, motivation and organizational influences. This prior knowledge helped the researcher frame the study, while remaining disciplined in not allowing a priori codes to impact the empirical data that emerged over the course of the data collection and analysis. Though emerging themes were found, the qualitative research was based on assumed influences and therefore relied on more deductive practices. Having worked with a small purposeful sample provided a rich opportunity through a qualitative design to evaluate a small principal sample group that could shed light on a principal's role in leading instructional shifts for EB students. Recognizing that a small group does not provide generalizability, the purpose of the date collection is understanding the intricacies of the small principal group at a deep level so that one might begin to know what to look for when engaging in future studies.

Using a semi-structured interview protocol with a small group of participants, followed by the analysis of documents, brought understanding of the instructional leader's knowledge and skills, motivation and organizational influences used in professional learning and coaching in support of EB education, and of the implementation of the OCDE Project GLAD® model. A second round of semi-structured interviews followed the document analysis to elucidate this small group of instructional leaders' methods of supporting transfer of knowledge of best

instructional practices for EB students to classroom practices that create positive student

outcomes.

As such, the following questions guide the study:

1.   What are the knowledge, skills and motivational influences of CSESD instructional

       leaders related to andragogy, professional learning, coaching, feedback, and planning

       in best meeting the needs of emergent bilingual students?

2.   What knowledge, skills and motivational influences do instructional leaders use in

       supporting teacher implementation of the OCDE Project GLAD® model in meeting

       the needs of their emergent bilingual students?

3.   What is the interaction between the district (organization) and instructional leaders in

       the implementation of best practices for emergent bilingual students?

4.   What recommendations in the areas of knowledge, motivation, and organizational

       resources may be appropriate for closing the opportunity and achievement gaps for

       emergent bilingual students at another organization?

This chapter will detail the participating stakeholders, data collection and

instrumentation, data analysis, credibility and instrumentation, validity and reliability, ethics and

limitations using the Clark and Estes (2008) gap analysis model as a conceptual framework.

Participating Stakeholders

To best address the research questions, a nonprobability, purposeful participant sampling

was most conducive to this study. In avoiding random sampling, the researcher was able to

purposefully gain insight from a small group of individuals with the criteria being sought and the

experiences in place (Merriam & Tisdell, 2016). The participating stakeholders for this study are

instructional leaders (principals) within CSESD. As the largest K-6 school district in CA

providing services to 29,600 students, with 35% ELs, 51% free-or reduced-price lunch and a

myriad of ethnic populations and languages represented, this setting represents the growing

diversity and needs in urban public school settings in California. Of the 46 public schools and 5

dependent charter schools within CSESD, 20 schools have been intentionally identified by

district leadership and community input within CSESD's 2017-2018 LCAP for continuous

improvement support through professional learning and coaching for instructional leaders and

teachers in the OCDE Project GLAD® model. Of these 20 identified schools, six schools with

instructional leaders that have been engaged in supporting professional learning and coaching of

teachers for EB students and using the OCDE Project GLAD® model were identified. The

population for the study included six instructional leaders from six different elementary school

sites across this large district. These six instructional leaders represent a unique sample group, in

which reflects the rare attributes or occurrences of the district's efforts in attending to the needs

of EB students by enhancing the instructional leaders' prowess to conduct professional learning

and coaching to their teachers.

As was shown within the literature review in Chapter Two, among school-related factors,

school leadership is second only to teaching in its potential influence on student learning.

Instructional leadership is a critical aspect of school and site leadership. The work of

instructional leaders is to ensure that every student receives the highest quality instruction each

day, even more critical for educators of EB students. Important to the study was the analysis of

patterns of implementation of the OCDE Project GLAD® model by these instructional leaders.

Evaluating to what degree instructional leaders were at a novice to expert level of understanding

regarding EB students, best practices and the OCDE Project GLAD® model was necessary. In

evaluating the knowledge, motivation, and organizational influences needed by instructional

leaders to lead instructional shifts for EB students, many promising practices emerged.

Interview Sampling

Using a screener email and the support of district leadership, ten instructional leaders of

the targeted 20 schools were identified to have the articulated criteria. Six of the ten

instructional leaders identified volunteered to be a part of this study. An initial email

introduction by the Director of Instruction of the Language Acquisition and Development Office

was sent to the 10 schools to provide context. The email screener was then provided and

operated as an initial filter to the 10 schools to determine that the criteria established was met.

Individuals that responded to the screener email, were scheduled for the first of two interviews.

Interview Sampling Criteria and Rationale

Criterion 1. Instructional leaders have an Administrative Credential. Within the state of

California, an Administrative Credential allows one to evaluate instructional programs and

personnel, develop instructional programs and student support services, manage fiscal services,

and oversee school operations. An Administrative Credential permits one to serve as a school

site, district or county educational leader. Found within many Administrative programs is

curriculum centered on the development of andragogy. Andragogy, or adult learning theory, is

inclusive but not exclusive to professional learning practices, coaching, and mentoring structures

such as PLCs and walk-throughs. The Commission of California on Teacher Credentialing

updated the California Professional Standards for Education Leaders (CPSEL) standards in 2014

to necessitate instructional leadership and its practices, however, many site principals nationally

still struggle with concepts of how to best teach teachers, or adult learners, as was referenced in a

report by Northwest Center for Public Health Practice in 2012. In obtaining an Administrative

Credential, and understanding the principles of andragogy, instructional leaders will be more greatly equipped to engage adult learners in meeting the complex needs of EB students within CSESD (Knowles, 1984).

Criteria 2. Instructional leaders have three to five years, or more, of instructional leadership experience as either an Assistant Principal or Principal, continuous placement at one site for this duration of time was not necessary. This criterion is an important quality in having a baseline of skills as a resource provider, being an instructional resource, having developed skills as good communicators, and having created a visible presence within their school community. Greater understandings of the time and complexity that is entailed in implementation science and continuous improvement practices are more frequently found in instructional leaders that have had greater time within their roles (Lunenberg, 2010; Marks & Printy, 2003).

Criteria 3. Instructional leaders have three to five years of experience with the OCDE Project GLAD® model. Research by Hall and Hord (2011) has revealed that to bridge the knowing-doing gap and integrate new ideas into practice, teachers vis-à-vis instructional leaders, need three to five years of ongoing implementation support that includes opportunities to deepen their understanding and address problems associated with practice (Hall & Hord, 2011). Three to five years are indicators of greater transfer from pedagogy to application in effective implementation models. In having a deeper understanding of the OCDE Project GLAD® model, instructional leaders should have foundational understandings on concepts such as: culturally and linguistically sustaining practices, language acquisition research, brain research, primary language research, the role of motivation in learning, reading and writing research, and assessment and evaluation fundamentals. These areas are critical in best attending to the opportunity gaps many EB students face.

Data Collection and Instrumentation

Understanding, discovery and insight is the primary rationale for conducting this study, using the words of the sampled stakeholder group members to gain an interpretation and value of their experiences.   The focus of qualitative research is "on process, understanding, and meaning; the researcher is the primary instrument of data collection and analysis; and the product is richly descriptive" (Merriam & Tisdell, 2016, p. 15). By engaging in this research study, the researcher unveiled the kaleidoscope of interpretations on a single topic, understanding the world of instructional leaders from an insider's perspective. The researcher was able to generate a theory based on the interviews and document analysis of stakeholders engaged in a world grappling to meet the needs of EB students, rather than from a controlled or manipulated setting found within quantitative research. In engaging in a qualitative approach, one is able to surface the intimate and unique stories of instructional leaders and the research questions posed, seeking to understand the rationale behind why an organization has chosen the steps they have to meet their goal, or how instructional leaders perceive their knowledge and skill sets in creating systems, policies, and accountability structures in their professional learning and coaching of teachers, or how the organizational culture has influenced the performance goal associated to EB student progress. It is through qualitative research methods that one gains the greatest promise of making a difference in people's lives and improving practice (Merriam and Tisdell, 2016).

As the primary research instrument in a qualitative study, the researcher's eyes and ears are the tools used to gather information and makes sense of what is occurring within the organizational context. Given this role as the primary research instrument, and the goal of understanding instructional leaders' knowledge and skills, motivations and organizational influences, one-on-one interviews and the examination of documents were an appropriate

approach given the time constraints associated to the data collection process; otherwise observations of site instructional leaders' behaviors would be added to further unearth these influences. Having considered the unique qualities of the instructional leaders within this district, examined their behaviors and generated a narrative from the interviews conducted, in addition to the evidence of practice found in the documents they used and generated to engage as instructional leaders knowledgeable of the OCDE Project GLAD® model presented unique findings. These qualities are atypical in the national context of site principals supporting the needs of EB students and provided insights into how to better provide services to this population.

Interviews

Within this study, six initial one-on-one interviews were conducted, one with each site instructional leader. These six instructional leaders represented the unique qualities of instructional leaders within this district, and were engaged in a semi-structured, informal interview using an interview guide protocol, running approximately an hour to an hour and a half per person. Total duration of time spent in first interviews was approximately eight hours. A second one-on-one interview was conducted with the same six principals, clarifying questions about knowledge and skills, motivation and organizational influence patterns that emerged as additional assets and needs in both the interview and document analysis, posing new questions based on new learnings. The second interviews ran approximately one-half hour to one hour in duration per person. Total duration of time spent in second interviews was approximately eleven hours. This data collection process operated sequentially, first engaging in a first round of interviews, followed by document analysis and concluding with a culminating second interview; this data collection process began in November 2018 and ended in January 2019, engaging in data analysis simultaneous to collecting the data.

The first round of interviews was conducted in-person at each instructional leaders' school site, providing a common, familiar, and convenient location in which to meet. In meeting at a location in which the interviewee felt comfortable, there was a greater likelihood of attending the interview, building trust and relationship, engaging in more authentic conversation, and having a lowered affective filter. Starting at one's school site provided greater ease in requesting documents and to evaluate accessibility of the documents, using cues and symbols as a way to gauge level of priority to the instructional leader and school. which to analyze, given the likelihood of the resources being at one's site. The second round of interviews were conducted via Zoom Video Conferencing with the same six instructional leaders, continuing to build rapport and a relationship with the those being interviewed.

An interview guide was used for both interviews, as recommended by Patton (2002). The interview guide was prepared in advance, listing the questions to be explored in the course of the interview. Given the semi-structured nature of the interview guide, it provided the researcher the opportunity to freely explore, probe and ask questions that would highlight the topic as needed by tweaking order of words, questions or order of delivery based on the non-verbals of interviewee. Therefore, the researcher had a preplanned guide on how to obtain high-quality responses by having a set course with pre-determined questions, and the freedom to build upon the conversation, re-word items more appropriately, and use probing questions to further clarify certain responses. The effectiveness of the interview guide lay in its ability to, as Patton (2002) stated, to "capture how those being interviewed, view their world, to learn their terminology and judgements and to capture the complexities of their individual perceptions and experiences" (p. 348). The interview guides for both sets of individual interviews were developed based on the assumed knowledge and skills, motivation and organizational influences of instructional leaders

training and supporting teachers in professional learning and coaching. Additionally, the job aide

allowed the researcher to more readily attend to the instructional leaders' answers, monitoring

for saturation in the individual interviewing process. Lastly, both audio recordings of the

interviews and the scribing of field notes with memos were used in this process with permission

granted. The audio recording ensured that everything that was said was preserved for further

analysis, while the additional field notetaking allowed the researcher to capture the reactions of

the instructional leaders' responses, the manner to which they responded, the pace, tone,

environmental factors and nonverbal cues used.

The interview guide for this study consisted of open-ended questions that attended to the

knowledge and skills, motivation and organizational assumed influences of the instructional

leaders, framed by the reviewed literature. Knowledge assumed influences encompasses

conceptual, procedural and metacognitive factors concerning both instructional leaders and

professional development based on the OCDE Project GLAD® model. Motivation questions

attempted to understand utility value and instructional leaders' self-efficacy whereas

organizational assumed influences sought to comprehend the cultural models and settings of the

organization. Each influence assessment in the form of interview questions focused on the

evaluation of the performance goals being met, in which the questions were designed to inquire

about the instructional leader's role or organization's role in doing so. For the first set of

interviews, 17 open-ended questions were generated for the interview guide. The majority of the

interview questions were related to knowledge and skill influences, conceptual understandings

and motivation. The knowledge influence conceptual type most questioned was: *Instructional*

leaders know how to engage in andragogy through professional learning, coaching, planning

and evaluation. The second interview guide for the second set of interviews contained 20 open-

ended questions in which the majority of questions lay in both knowledge and organizational

influences. For knowledge influences, conceptual type questions were prominent whereas for

organizational influences, cultural settings were most evident. The same knowledge type

influence that was most prominently seen in interview set one is seen in interview set two, where

the organizational cultural setting question most evident in the second interviews was: *The*

district needs to develop a plan for instructional leadership training on presenting, coaching and

ongoing professional learning structures. Interview guides one and two can be found in

Appendix A.

Document Analysis

Documents are a part of the research setting and were valuable sources of triangulation in

this qualitative study. Documents frequently refer to the range of written, visual, digital and

physical material relevant to the study. Artifacts often are reflective of three dimensional objects

that communicate meaning within a setting, like a trophy or school symbol (Merriam & Tisdell,

2016). Following the initial interview, mining for data from documents provided commenced.

The documents requested reflected the implementation processes from professional learning and

coaching of instructional leaders. Instructional leader's calendars from both the district and site

level, PLC calendars, PLC agendas for collaboration time, professional learning cycles with

timelines, reflection documents, observation guides, rubrics and school messages or

announcements were collected and analyzed. Additional public documents that illuminated the

assumed knowledge and skills, motivational and organizational influences of the instructional

leaders were collected, such as: the LCAP, strategic plans, available ELPAC data and the

cohorts identified to engage in OCDE Project GLAD®. The analysis of these documents was

directly connected with the assumed influences, of which the majority of the document review

was aligned to the knowledge conceptual influence. The cultural models are often unseen within the tangible context of the organization, where the analysis of documents provided a glimpse into the cultural models taking tangible form in what was perceived as important. Analyzing the documents that were generated and used provided insights into what was seen as valuable and perceived as necessary to enhance professional learning and coaching.

Obtaining the documents was the second step in the research design process, following initial interviews. The documents were obtained either in person or sent via email upon the completion of the initial interview. Keeping an open mind about what was being reviewed was necessary, checking the authenticity and origins of the documents became the next step. Determining which of the items were constructed by the instructional leaders versus not and how the document fits into the implementation of professional learning and coaching cycle for instruction for EB students evaluated. Searching for patterns across the six instructional leaders' documents was enacted, using similar coding practices as used in the initial interview, yet remaining open to emerging influences.

Data Analysis

The goal of data analysis was making sense of the data, which "involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read" (Merriam & Tisdell, 2016, p. 202), fully engaging in meaning making. For both interviews and document analysis, data analysis began during data collection. Bogdan and Biklen (2011) offer several suggestions for analyzing data, including reviewing field notes and adding analytic memos after each interview. Writing observer's comments during the interview stimulated critical thinking about what was being seen, heard or understood. The researcher documented their thoughts, concerns and initial conclusions, called reflective memos, about the data in

relation to the conceptual framework and research questions, keeping an additional field journal as other ideas were sparked between data collection. As each interview concluded, recordings were transcribed, and the researcher read and reread the data, making notes in the margins, commenting on data, and making rudimentary codes (Corbin & Strauss, 2008).

Merriam and Tisdell (2016) shared that the process of data collection is dynamic and recursive, entailing many phases. In the first phase of analysis, reading and listening intently was critical. Listening to the interview tapes prior to transcription to begin a critical analysis and read the interview transcripts and documents analyzed was a next step. As one listens, being open to emerging codes that may lead to categories and themes was important. In this initial process, beginning one's open codes was essential, as well as looking for empirical codes and applying a priori codes from the conceptual framework. A second phase of analysis was conducted where empirical and a priori codes were aggregated into analytic/axial codes. In this process, the coding comes from interpretation and reflection on meaning, going beyond descriptive coding, similarities and differences and seeking to understand relationships. In the third phase of data analysis, identification of pattern codes and themes emerged in relation to the conceptual framework and study questions. As the researcher reached points close to saturation, themes were refined and added to by searching through the data for better units of information, a process that continued through the writing of the findings section, Chapter Four. These themes or categories were labeled and data sorted as evidence, keeping the identities of the interviewed anonymous. Throughout this analysis process, a reflection on one's biases was necessary to remain open to the process.

To best organize the data from both interviews and document analysis, electronic files were created and named by coded interviewee names, saved in multiple places. Additionally,

use of a computer program called ATLAS.ti was critical for data organization and analysis. This data management process was broken into three phases: preparation, identification and manipulation (Merriam & Tisdell, 2016). Having already transcribed the notes and interviews, this phase followed-uploading the transcription into the program and assigning codes to segments of the interviews, documents and audio files. ATLAS.ti does not determine the codes, however it does support in the construction of complex networks in developing categories or themes and helps with faster retrieval of the codes and parts of the transcripts already coded. As codes begin to be linked, clustered, and themed, analysis on meaning becomes more evident as one can search through the code cluster for all similar items. These themes are in effect, the responses to one's research questions.

Credibility and Trustworthiness

The criteria for trusting a study is the manner in which the study was carefully designed, applying standards that are accepted by the scientific community. This study is both methodologically rigorous in how it applies methods and is rigorous within its interpretive design. To ensure trustworthiness in the study, a researcher can specifically hone one's methodological rigor and discipline one's subjectivity in the data collection and analysis process (Maxwell, 2013). Equally critical in building credibility is the manner in which the researcher exhibits integrity and honesty.

Maxwell (2013) describes eight validity checks to increase credibility and trustworthiness, including: (a) intensive, long-term involvement, (b) rich data, (c) respondent validation, (d) intervention, (e) searching for discrepant evidence and negative cases, (f) triangulation, (g) numbers, and (h) comparison. For the purpose of this study, the specific validity threats that were attended to through the use of Maxwell's recommended strategies

increased methodological rigor and increased credibility and trustworthiness. One example was employing an audit trail during the data collection and analysis process. Within the audit trail, the researcher described one's journey on how data was collected, the themes derived and the decisions and inquiry that led one there. The use of a journal to document these steps occurred. In exposing these details, or rich data, it provides consumers of this data the possibility to determine if the methods of the study could be transferable within their own contexts. Additionally, using multiple sources of data is evident within the study, having cross-checked the data through follow-up interviews with the same purposeful sampling is an example of respondent validation or member checking. The use of member checks occurred naturally within the data collection process. Engaging in member checks was an important way of identifying biases and misunderstandings of what had been heard and read. Another employed strategy used was searching for discrepant evidence and negative cases as one engaged in data collection and analysis. Given the positionality of the researcher as Manager to the National Training Center that develops, assesses and proliferates the OCDE Project GLAD® model, having engaged in purposefully seeking data that might disconfirm or challenge one's expectations or emerging findings would show a dedication to the truth of what the research questions were designed to obtain, increasing credibility. The strategy of triangulation through multiple methods and multiple sources of data increased internal validity within the research design and data collection. In using multiple methods of data collection, such as the use of interviews checked by the analysis of documents is evidence of triangulation and efforts to increase validity. Peer review in the form of the dissertation committee is a product of engaging in the Global Executive Doctorate of Education program as well, bringing an additional strategy to increase credibility and trustworthiness during the data collection and analysis.

When attending to credibility and trustworthiness, it is important to recognize the plausibility of validity threats that could lead to invalid conclusions. Two broad types of validity threats often raised in qualitative research designs are: researcher bias and reactivity, the effect of the researcher on the individuals studied. As a researcher, one enters into a study or scenario with preconceptions, values, existing theories, and goals that may inform what becomes visible in one's data. Understanding one's biases helps discipline subjectivity throughout the research design. As the current manager of the NTC's OCDE Project GLAD® model, a former Consultant, Trainer, and classroom practitioner of the model, the researcher has had numerous experiences with the implementation of the OCDE Project GLAD® model. Some of these experiences yielded better results than others, and the researcher recognizes their interest and hopes in seeing the model thrive. Yet, given these interests and desire to see the model prosper, urged the researcher to understand the truths of the role of instructional leaders in implementation of professional learning and coaching, so that greater insights on how to better develop the model to meet the needs of EB students and bridge opportunity gaps, could lead to greater equity in the classroom. This study evaluated the strengths and areas of growth of how instructional leaders navigate the dynamic and often complex needs of EB students through use of a dynamic and often complex model. Therein lies another fundamental bias, a belief that this model can indeed meet the needs of EB students in a way that bridges their opportunity and achievement gaps and that instructional leaders hold a key to do so. Thus, it was of the greatest urgencies that the researcher disciplined oneself, recognized their biases and held to the structures of the methods that were designed within the study to ensure credibility and trustworthiness.

Additionally, as the Manager of the National Training Center (NTC) OCDE Project GLAD®, the sole organization that trains and certifies educators in its implementation, the researcher has oversight over all implementing trainers, including two trainers within the CSESD. Trainers in the model are not employees of the National Training Center, but are responsible for adhering to the NTC's guidelines, principles and copyrights when implementing the model's design and strategies. It is a responsibility to ensure that participants understand that the researcher is engaged in the study as a researcher and not as an evaluator of the two trainers at the district office or of the model. Utilizing the interview guide assisted in avoiding leading questions in interviews and pointed to the accountabilities ensured that participants' views would be heard.

Rubin and Rubin (2012) stated that "finding a role that is understood and accepted in the interviewees' world" (p. 74) provides grounding and trust in the data collection process. To avoid confusion of the dual roles as manager of the model and researcher, the researcher used terminology that was trusted by the instructional leaders, stating and restating their role as a teacher first, an instructional leader second and then a researcher. This placed the researcher in a position that instructional leaders could relate to and feel unthreatened by; most instructional leaders seeing their primary role as a teacher and learner. Also taken into account was how the researcher's position as Manager of the NTC could influence the setting or instructional leaders being interviewed, called reactivity.

The researchers' experiences as a LatinX, emergent bilingual student and first generation college graduate carries many biases when engaging in this study. As a young student, often misunderstood, mislabeled, and unaccounted for, the researcher felt the lack of expectations of the school systems enrolled. Often not having the strategies, comprehension, language, or

confidence to navigate one's school environment well, the researcher fell into states of confusion

of one's own personal value and value within the community. This frequently made the

researcher feel as if their culture, language and identity was not of worth. However, within the

tumultuous experiences of school, were great teachers and instructional leaders that helped the

researcher see beyond the immediate strife and failures faced, academically and personally.

These experiences and emotions run deep, and the researcher's perceptions of what "school"

could and should be had left them compelled and purposed to attend to the inequities that exist

within the educational system. It is this commitment to ensure that no student is left to feel the

same way they had, their fortitude to social justice within education that holds a plethora of

biases within this study, yet it is also what compels the researcher to ensure that the fullest breath

of truthful collection and analysis occurs. One such bias, is that the researcher believes there are

inequities and social injustices within school systems. The researcher's drive to ensure that what

is reported will create forward movement in instructional practices for often marginalized

students are the guard rails of the study. Triangulation, however, has fortified the integrity of the

study and ultimately helped create numerations of the patterns found within collection that will

offer a less biased lens. It is through the various strategies to ensure credibility and

trustworthiness, complemented by conscientiousness of the ethical issues that pervade the

research process that the researcher examines one's own philosophical orientation and

commitment to a study that upholds integrity.

Ethics

The importance of ensuring that one engages in rigorous thinking regarding one's

research design and methods reveals the rigor and trustworthiness of one's study, grounded in

values and ethics. Though ethics goes beyond the methods and practices of one's study's design,

to the recognition of one's impact on the relationships of those engaged in the study, the treatment of participants as whole individuals rather than subjects to be exploited for data (Merriam and Tisdell, 2016). Drawing upon the findings of the Belmont Report (1979), the protection of "human subjects" for this study from harm was best attended by showing respect, honoring promises, avoiding deceit, not pressuring, and doing no harm to the volunteers (Rubin & Rubin, 2012). Employing the strategies of informed consent, voluntary participation and the right to privacy in preparation of participants assisted in sustaining high ethical practices. In self-reflection and addressing assumptions and biases supported greater ethical practices to be maintained. When in the field, resolving ethical issues as they arise best ensures that participants are protected and in good care throughout the study. In these ways, and through engaging in the Institutional Review Board (IRB) process, one can ensure that ethical responsibilities are at the forefront of how one engages with one's participants and ensure their protection.

Within the information sheet, under "participant involvement" potential participants were informed that participation was voluntary, that they can stop their participation at any time without penalty, and if there is any aspect of the study that may affect their well-being that they could stop the process (United States. National Commission for the Protection of Human Subjects of Biomedical Behavioral Research, & United States. President's Commission for the Study of Ethical Problems in Medicine Biomedical Behavioral Research, 1978). Participants were informed and consent provided for audio recording as part of the interviewing processes too. Participants that had consented for recording were reminded of being audio recorded prior to both interviews. It is also within the information sheet that participants will note that no compensation or payment will be provided in participating in this study. Articulated within the confidentiality section of the information sheet states that any identifiable information obtained

in connection with this study will remain confidential and be kept in a secured, locked location.

At the completion of the study, direct identifiers were destroyed and the de-identified data may

be used for future research studies (Rubin & Rubin, 2012). It was also disclosed that members

of the research team and the University of Southern California's Human Subjects Protection

Program (HSPP) may access the data collected from this study in an effort to protect the rights

and welfare of the research participants.

Limitations and Delimitations

Limitations are the influences that as the researcher, one cannot control. They are

shortcomings, conditions or influences that cannot be controlled and place restrictions on one's

methodology and conclusions. Limitations included in this study were the nature of self-

reporting and time constraints. Given that individuals self-reported on their own knowledge and

skills, motivational and organizational influences within the interviews holds limitations in

responses, as they may not be accounting for their own biases and could either inflate or devalue

their experiences. Furthermore, the time limitations in collecting and analyzing data (two

months) constrained options in designing the study utilizing additional stakeholder groups such

as district leaders and teachers or engaging in other data collection methods that would require

more time to both schedule and execute, such as observations.

Delimitations are the choices, boundaries and parameters that one has set for their study,

including the data collection methods, the chosen stakeholder group to analyze, and the sampling

criteria. For the purpose of this study, observations were not chosen as a part of the data

collection process. Though observations would have yielded potentially more robust information

regarding the knowledge and skills, motivational influences and organizational influences of how

instructional leaders engage in professional learning and coaching, due to the limitation of time

constraints, this method was not chosen. Given another opportunity with more time, observing

instructional leaders engage in professional learning focused on EB students with their teachers

and observe coaching sessions evolve would be of benefit. Additionally, observing site

instructional leaders engaged in their own learning of the OCDE Project GLAD® model,

andragogy and reflective practices through their PLCs, monthly meetings or walk-throughs.

Another delimitation was not studying other internal stakeholders, such as district personnel,

teachers, students or family members that have a tremendous impact on emergent bilingual

students' access to opportunities and achievement. Given the limited research on instructional

leaders' roles in influencing EB students' progress and the time constraints of this study,

choosing instructional leaders as the stakeholder group for this study was determined to be value

added to the body of literature in the educational field. Lastly, the sampling criteria was an

another delimitation. Focusing on instructional leaders that have had two to three years or more

within their role, limited newer leaders from partaking in the study, that may be skilled in

knowledge, motivation and organizational strategies related to being an instructional leader and

supporting instructional shifts. A related limitation is having criteria for sampling containing one

to three or more years' experience implementing the OCDE Project GLAD® model. For the

same reasons stated above, these criteria may limit expertise found in other leaders that have not

yet met these criteria. This unique sampling poses challenges in the consumers' interpretation of

relatability to their own contexts. However, in identifying these limitations and delimitations,

future studies can expand upon this study's efforts and build a stronger body of knowledge in

support of closing the opportunity and achievement gaps for EB students.

CHAPTER FOUR: RESULTS AND FINDINGS

The purpose of this section it to report the results and findings of data collection.

Qualitative data was collected through two rounds of interviews and document analysis. Data

was coded, analyzed and triangulated to understand instructional leaders' knowledge and skills,

motivation, and organizational influences in attending to the achievement gap seen with

emergent bilingual (EB) students. The results were then compared with the assumed influences

of the knowledge and skills, motivation and organizational influences articulated in Chapter 3, to

determine if the influence was a need or a gap and therefore inconclusive, or an asset that the

instructional leaders held. A KMO influence was determined to be an asset if participant

responses via interviews or documents scored 55% or more regarding the assumed influences

proposed, or if three or more of the six participants responded as having that asset. Given this is

a qualitative study, the findings for this small purposeful sampling is not generalizable. Given

the nature of participants self-reporting within interviews, findings also are reflective of the

perceptions of the participants. However, findings where the majority of instructional leaders

possess the determined influence as an asset provides insights to the principal's roles in leading

instructional shifts for EB students. Recommendations will be provided for validated points,

whereas invalid points will be eliminated as the root cause of the underlying gap, described

further in Chapter 5.

This chapter is organized according to the KMO framework (Clark & Estes, 2008) and

consists of the following sections:

- Results and findings for knowledge and skills influences;

- Results and findings for motivation influences; and

- Results and findings for organizational influences

Each section highlights the assumed influences that have been determined to be an asset principals held, as well as emerging assets, and those considered to be a gap. The chapter will conclude with a summary of the influences determined to be assets held and how they support the answering of the initial research questions posed in Chapter 1:

1. What are the knowledge, skills and motivational influences of CSESD instructional leaders related to andragogy, professional learning, coaching, feedback, and planning in best meeting the needs of emergent bilingual students?

2. What knowledge, skills and motivational influences do instructional leaders use in supporting teacher implementation of the OCDE Project GLAD® model in meeting the needs of their emergent bilingual students?

3. What is the interaction between the district (organization) and instructional leaders in the implementation of best practices for emergent bilingual students?

4. What recommendations in the areas of knowledge, motivation, and organizational resources may be appropriate for closing the opportunity and achievement gaps for emergent bilingual students at another organization?

Through the data collection and analysis process, the Clark and Estes (2008) gap analysis framework was used, having determined the organizational performance goals, the current achievement of CSESD in that performance goal, the gaps between the goal and the current achievement, and the assumed causes or influences of the stakeholder group. The determined stakeholder group of instructional leaders varied in their demographics. Table 7 represents the instructional leaders that participated in this study in relation to the expected criteria established in Chapter 3.

Table 7

Instructional Leaders' Criteria Matrix

Interviewee	Criterion 1: Administrative Credential	Criteria 2: 3-5 years, or more, of Administrative Experience	Criteria 3: 3-5 years, or more, of OCDE Project GLAD® implementation
Interviewee #1	✓	6 years	10 years
Interviewee #2	✓	4 years	8 years
Interviewee #3	✓	2.5 years	1 year
Interviewee #4	✓	6.5 years	10 years
Interviewee #5	✓	3 years	5 years
Interviewee #6	✓	7 years	5 years

Given the recent retirement plans enacted by CSESD, many seasoned instructional leaders retired, prompting newer pools of principals. Given this reality, the three to five-year, or more, expectation for Administrative experience and use of the OCDE Project GLAD® model, proved challenging, and one outlier engaged in the study, Interviewee #3. The results and findings from the KMO framework of these stakeholders will now be described.

Results and Findings for Knowledge and Skills Influences

There were five assumed knowledge influences. Table 8 shows that the four assumed knowledge influences were evidenced within the principal group and determined to be an asset held. One proposed influence was considered to be a gap and therefore inconclusive. There were four emergent knowledge influences identified.

Table 8

Knowledge and Skill Influences as Assets, Gaps and New Influences

Category	Assumed Influences	Assets	Gaps	New Influences
Conceptual	Instructional leaders need to know the different typologies of emergent bilingual students.	√		
Conceptual	Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	√		
Conceptual	Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences.	√		
Conceptual	Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data).			√
Conceptual	Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles as the steps within them.			√
Procedural	Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback.	√		
Procedural	Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness.			√
Procedural	Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model.			√
Metacognitive	Instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students		√	

Utilizing Krathwohl's (2002) organization of knowledge (factual, conceptual, procedural, and metacognitive), findings have been grouped into three of the four knowledge types articulated in the assumed knowledge influences: conceptual, procedural and metacognitive.

Conceptual Knowledge Gaps

According to the results summarized in Table 8, three assumed conceptual knowledge influences were assets held, and two new influences emerged. Table 9 articulates how many instructional leaders validated/ "know" the assumed conceptual knowledge influences determined and which instruments were used to evaluate the principal held this as an asset.

Table 9

Evaluated Assumed Conceptual Knowledge Influences

Category	Assumed Influences	Instruments	Know (Assets)	Don't Know
Conceptual	Instructional leaders need to know the different typologies of emergent bilingual students.	Interviews	6	0
Conceptual	Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	Interviews	5	1
Conceptual	Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences.	Interviews	6	0
Conceptual (New)	Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data).	Interviews Document Analysis	4	2
Conceptual (New)	Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles.	Interviews Document Analysis	4	2

The first assumed conceptual influence, "instructional leaders need to know the different typologies of emergent bilingual students," was determined as a held asset through interviews using the following questions: "*How would you describe your English Learner population*?" and "*What typologies/ types of English Learner students do you have at your school?*" Each instructional leader could speak to the data of their EB student population's proficiency levels, primary language use and percentages of newcomers or U.S. native born student populations. Nuances of time spent in formal schooling or whether a student was at-risk of becoming a LTEL was used by two of the six instructional leaders. Interviewee #4 shared, "27% of my students are classified EL's, however, 54% of them are at a Level 4 on the ELPAC, so they have language. We have two Newcomers, but more or less have native born ELs that are proficient in social language, but need support in their academic reading and writing. I am happy that our LTEL population has decreased since being here." Though instructional leaders could describe their EB student population, four of the six needed prompting on the term "typology." Five of the six also described how understanding the data points of their EB student population also informed their next steps on supporting teachers in implementing more intentional instructional practices to bridge gaps due to understanding typologies and performance indicators from assessments. Interviewee #5 stated, "Well, this year for example we're focused on the listening and speaking standards because when we looked at our data for ELPAC and CELDT, we realized, okay, the children really need more practice with speaking and listening. And I realized that when I started helping the teachers myself administer the ELPAC. So I'd have the students sitting there and I'm like, 'Oh my God, these kids have high lifestyles but they can't articulate a sentence.' And so I sat with the teachers that also gave the administration and we talked to the ILT and we talked to the whole staff and we said this is what's happening. What do you guys think? We've got these

kids that are scoring really well but they're not able to do this. Is that what you're seeing in the

classroom? Yes. Then what do we need to do?" Each instructional leader spoke to needing to

know their EB student population at a deeper level, and enacting practices of their teachers to

engage in relationship building.

One instructional leader recounted the intentional shift made with teachers, having them

not only be able to know who is classified an EL, but recognize the assets they bring to the

classroom.

> They're not invisible. We've definitely moved past that now. Now it's a matter of getting
>
> teachers to understand that having students that are ELs is actually a strength for the
>
> student. That if we can support and provide what they need in English language and pair
>
> that with the academic vocabulary or academic language, and then being able to say at
>
> the same time, to families and to the students themselves, 'The fact that you are an
>
> emerging bilingual means you are an amazing kid and I know you can do this.' So, that's
>
> my goal, is to be able to have my teachers see English Learners as not a deficit model but
>
> actually as a strength model. So that's a huge culture shift and it's gonna take some time
>
> to get there but I think it's really important work for me to be able to just get that mindset
>
> shift of, 'Oh, they're labeled an EL,' as opposed to, 'Check this out, this kid's gonna be an
>
> emergent bilingual.' I mean, right now they have language, now we're going to make sure
>
> they have another one that's just as strong. So that's where I'm at right now (Interviewee
>
> #4).

This quote symbolizes the interconnectedness of having relationship, and knowing your students

deeply, impacts one's mindset and one's instructional practice. Interviewee #4's ability to

recognize that for her teacher population, the label EL was interfering with what they believed

the students could do, and the assets they truly bring. The negative, is how this deficit mindset has impacted the rigorous instruction either employed or not. This critical reflection was also partnered with Interviewee #4's recognition that mindset impacts instructional delivery and expectations of learning. Realizing that shifting the mindset of what students could do by teachers, and what strengths they do have, would perpetuate instructional change. Another instructional leader shared, "These are our children. This is where they're coming from. Let's look deeper than the surface" (Interviewee #5). In instructional leaders knowing their classified EL students by name, developing relationships, and knowing the typologies and characteristics they bring, can help a teacher investigate one's own values and principles and see how it plays into their instructional decision-making. In better understanding the various typologies, a teacher begins to understand the why of what is happening with that student, and can then engage differently in their instructional practices.

The second assumed conceptual influence, "instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of EB students," was also determined to be an asset held by instructional interviews and through interviews. Of the six interviewed, four were previously trained as teachers, one was trained for the first time while being an administrator, one was retrained as an administrator, and one had some prior exposure to the model. Five of the six referenced the philosophical and research base of the model and could articulate strategies found in four of the six component areas of the model's design: Focus and Motivation, Comprehensible Input, Guided Oral Practice, Reading and Writing, Extended Activities for Integration, and Assessment and Feedback. Understanding the model, provided instructional leaders the foundations to understand how to best support EB students through best

instruction, but also how to guide and develop their teachers on the implementation of the

model's design. One instructional leader shared the following sentiment,

> Seeing that connection and being able to use those strategies myself with students, really
>
> supported my understanding of language learning…And then, as a principal, now that I
>
> have that lens, I know what I'm looking at when I walk into a classroom. So, it helps me
>
> focus my lens. So, instead of going in and looking at a classroom environment saying,
>
> 'This is quite a rich classroom environment,' I can see the intentionality of what the
>
> teacher's doing to support the development of language (Interviewee #4).

Interviewee #4's sentiment shows the importance of an instructional leader having not only the

factual knowledge base of an initiative to be enacted, but the conceptual understandings of how it

operates and for what reasons. This trend reflects the value of having instructional leaders be

trained and have their own experiences with the initiative being implemented, to better support

their teachers in building meaning. Another instructional leader reflected, "Sitting through the

training myself (again) with the teachers, as an administrator, has also helped me give feedback.

If I'm not a part of that training, I don't know what I'm looking for. So I guess it helps me ... yes,

it has helped, because it has helped me know what I'm looking for" (Interviewee #1). In addition

to instructional leaders stating they know what to look for, in understanding the model, they too

can provide more intentional feedback and discern inadequate instruction for EB students. A

different instructional leader identified the following trend

> So when a teacher is not GLAD® trained, their lessons tend to be very content-driven
>
> where there aren't many visuals and there isn't much room for teaching language or the
>
> functions of language, which is what our second language learners need in order to be
>
> successful. Even me, being a second language learner, I know that when it was explicitly

taught to me the structures of the language, I became more successful with English. And

so with GLAD® you see that difference because you see the teachers a lot more focused

on the vocabulary, the visuals that go with it (Interview #1).

Instructional leaders that used the model in their own classrooms and know how to deliver

strategies and practices understand how to navigate the complex needs of EB students and also

how to guide their teachers in best instruction and what ineffective instruction for EB students

look likes. These individuals are also calling forward the reality that the same instruction for all

students, is not enough for EB students. The complexity of language acquisition needs deliberate

attention and understanding, as revealed by these instructional leaders.

Another facet of understanding the OCDE Project GLAD® model and how it supports

EB populations, is recognizing that this model is founded on principles and research that speaks

to language being integrated into and through all content areas. When interviewing instructional

leaders, five of the six recognized how the OCDE Project GLAD® model supports EB students

in gaining access to the core curriculum and how to build language proficiency in authentic,

relevant ways. One instructional leader spoke to their school's journey of enhancing language

integration using OCDE Project GLAD® first within writing and then mathematics. Interviewee

#6 detailed the journey:

We started with GLAD®. Our focus was on writing, so we used GLAD® to be able to

build content and understanding that then students would be able to use it in their writing.

So then we decided to add GLAD® into Math. And how we did that was we sort of just

opened it up. We wanted to make sure that you know that it could be done in these

different areas. But I did not make that a mandate. People did not have to go do Math

GLAD® charts. 'Okay, but we're still doing GLAD® charts in content areas but let's just

trickle into math.' And my staff is very funny. If I had said you have to do it, it would

have been an uproar. I said 'no, you don't have to do it,' and we had 95% compliance. So

then when I start going 'Oh, everyone has their Math charts,' they go, 'You said you

weren't going to monitor that.' I go, 'Well, I'm not necessarily monitoring it, I'm just

checking (Interviewee #6).

Interviewee #6 speaks to needing to ensure that there is collective buy-in on an area of need, this

started as writing, but then as writing strengthened, identifying another collective areas of need,

Mathematics. This instructional leader started with a content area where more support had

already been provided, adding in OCDE Project GLAD® enhanced their writing practices, but

also was the segue to teachers seeing it could be done in various content areas, even those

perceivably more challenging like Math. Additionally, what became apparent to this

instructional leader, was how the model supported not only the integration of content areas and

language but the integration of various student populations' needs as well.

And one of the things that we really saw coming forth was ... This is for our English

Language Learners. And even though we had more (ELs) before, we didn't have that

many compared to other schools. So some teachers were like 'Okay, I'm going to do all

this work and I only have three in my class? So am I only going to do it during my ELD

block?' I always sort of describe it as 'no, it's strategies that really will help our English

Language Learners but they're good teaching skills that will help all students.' We have

around 30% gifted and GATE population as well, so when we started to implement

GLAD® and the teachers saw also their gifted students really thrive with the strategy,

that's what helped sell it. It wasn't just for these three students it actually was for all

students in that range. So that really helped… (Interviewee #6).

It is in this account, that in addition to making visible how the OCDE Project GLAD® model is

an integrated language approach, shows that through building language and content in an

integrated and relevant way, teachers are more inclined to feel confident in attending to the needs

of EB students and the linguistic demands found in other student groups. In addition, the

confidence built in lesson design decision making can also bridge into greater efficacy in one's

knowledge and skills in attending to other students' differentiated needs.

The third assumed conceptual influence, "instructional leaders need to comprehend

concepts of andragogy (involvement in planning and evaluation, bridging life experiences,

respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional

learning experiences (that will shift learning for emergent bilingual students)," was determined

as an asset through interviews using interview questions such as: "*Have you heard about*

andragogy?," "What are important tenants of andragogy?," "Explain how your Administrative

Credentialing program integrated knowledge and skills of andragogy into the program, if any?,"

"In what ways have you used andragogy in your position as an instructional leader, if at all?,"

and "*How has knowledge and skills of andragogy supported you in your role as instructional*

leader of this school?" Though one of the six instructional leaders stated knowing the term

"andragogy," when providing clarity on its meaning in interviews, each instructional leader

spoke to how to differently attend to the needs of adult learners versus the needs of young

learners through pedagogy, many being able to describe various tenants of andragogy based on

Knowles's (1984) and Arshavskiy's (2013) research.   Table 10 reflects each instructional

leaders' recognition of valuing the experiences that adults (teachers) bring to new learning

experiences and showing respect by building rapport, listening, and valuing ideas shared,

followed by understanding that adults need to be involved in the planning and evaluation of their

own instruction. "Adult learning is problem-centered rather than content-oriented" was the least

frequently discussed (one of six) of the tenants; a tenant that reflects the on-going need within

professional learning experiences to emphasize why a particular method, practice or strategy is

of value and what problem it helps resolve. Adults have been found to desire to be a part of the

solution, setting purpose to the learning. Thus, when presenting professional learning

experiences, presenting the content within the framework of "we have a problem to solve" can

increase practice and interest.

Table 10

Number of Participants Referencing Tenants of Andragogy (Knowles, 1984)

Tenants of Andragogy	Number of Participants
Adults need to be involved in the planning and evaluation of their instruction.	5 of 6
Experience (including mistakes) provides the basis for learning activities; and reflects being respected for the experiences they bring.	6 of 6
Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.	3 of 6
Adult learning is problem-centered rather than content-oriented.	
	1 of 6

Instructional leaders reflected on their practices of how to best support adult learners

(teachers) in their instructional practices. Table 10 shows an alignment between the tenants of

andragogy (Knowles, 1984) and what instructional leaders had to say about what is important

when working with adults.

Table 10 reveals that though instructional leaders may not have heard of andragogy nor

its tenants, evidence of their understanding of their teacher populations' needs are known and

were held assets. Upon inquiry of whether their Administrative Credential supported

understanding adult learning, each stated this was not a concept explored. This understanding that adults need to be involved in the planning and evaluation of their instruction, that experience provides the basis for learning activities, adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life, and that adult learning is problem-centered rather than content-oriented may have surfaced as needed knowledge through instructional leaders' years of administrative experience and the time spent in building relationships with their teachers. Whether formally or informally acquired, the tenants of andragogy represent a needed knowledge base to apply the skills of attending to adult learners' needs. Absent of understanding these tenants, engaging one's teaching staff, attempting to build buy-in, engaging in a new initiative, professional learning or shift in instruction would be an upward battle, ultimately causing delays in the needed change for the students one serves. Knowing this information, arms an instructional leader with the knowledge and skills to pierce through the barriers of mobilizing one's teaching force.

The fourth influence, "instructional leaders need to know about professional learning communities," is a new conceptual influence that emerged in data collection and was and determined to be an asset through interviews and document analysis. The researcher learned that 83% of instructional leaders were referencing "collaboration" as time for grade level teams and instructional leadership team (ILT) members to discuss student learning, engage in systematic processes to look at strategies, and engage in data dialogue. As a member of the instructional leadership team, instructional leaders (principals) would circulate amongst groups during "collaboration" and facilitate progress. In light of this study, instructional leaders showed evidence through documents that time in "collaboration" integrated analyzing the needs of EB students and the implementation of the OCDE Project GLAD® model. Documents used to

support a focused lens on EB students were Collaboration Agendas, EL Report Cards, and

calendars. This process of "collaboration" most reflects the theory of professional learning

communities presented by Richard DuFour (1998), in which three big ideas are stated:

1. Ensuring that students learn

    a. What do we want students to learn?

    b. How will we know when each student has learned it?

    c. How will we respond when a student experiences difficulty in learning?

2. A culture of collaboration

3. A focus on results

Richard DuFour (1998) stated, "the powerful collaboration that characterizes professional

learning communities is a systematic process in which teachers work together to analyze and

improve their classroom practice" (p. 7).   One instructional leader shared the value in

empowering instructional leadership team (ILT) members, as leaders, to direct grade level

collaboration time, keeping a focus on using OCDE Project GLAD® for teaching and learning,

"Grade levels collaborate every other week for three hours, and so during that collaboration time

during the day, the ILT member facilitates those meetings. So we make sure that GLAD is on

there" (Interviewee #6). Another instructional leader shares how they 'focus on results' using

the English Learner Proficiency Assessment for California (ELPAC) and the ELD Report Card,

> I did some English Learner monitoring, student monitoring, with my teachers in
>
> collaboration yesterday. We are looking through the ELPAC and then talking about the
>
> ELD Report Card, that we use here in our district, and those scores and ratings, then the
>
> data that they use to back it up, and then action plans. Because it looked like, just on the

surface data, that these students could reclassify. And that's a huge goal for all of us, is if

students reclassify, especially before they get to middle school (Interviewee #4).

The accounts shared reveal DuFour's (1998) big ideas pertaining to PLC's confirmed. The

structures of PLCs provide a framework for educators to engage in meaningful and systematic

change, but more so, to remain focused on the primary goal- learning; learning both for students

and the adults.

The fifth influence is a new conceptual influence that also emerged throughout data

collection. "Instructional leaders need to know concepts of continuous improvement, such as

professional learning cycles," surfaced as paramount. Five of the six instructional leaders

referenced understanding professional learning cycles as a method to support implementation of

instructional practices and the same five of the six instructional leaders submitted documents

with professional learning cycles articulated. Though there were slight variations to the order

and steps to the professional learning cycle, the efforts to continuously improve and progress

were evident in the language used for the cycles. Instructional leaders had the following steps

delineated as part of the professional learning cycle: training, identify quality indicators,

collaboration, professional reading, safe practice, peer observation, peer feedback, reflection,

looking at student work and data, and implementation: monitory, measure and modify. In further

investigation, the following concepts were introduced by district personnel in a similar order,

however, provided the autonomy to engage in professional learning cycles, some augmented the

order or the time frames for the context of their own schools. The most common cycle used by

instructional leaders is seen in Figure 2.
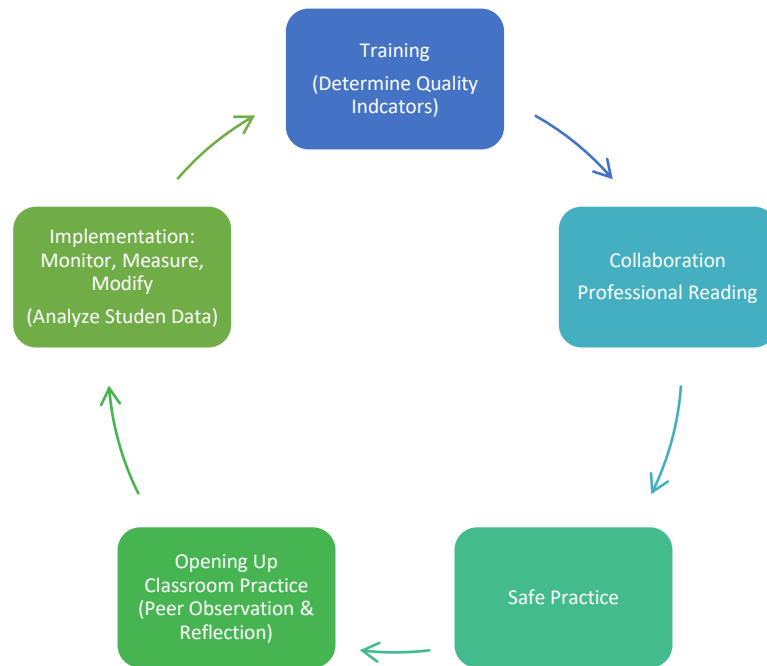
Figure 2. Professional learning cycle.

One instructional leader commented on the importance of the professional learning cycle, saying

> I'm a big proponent of the professional learning cycle, seeing that to have some of the
>
> greatest impacts of the schools that I've been at. So just really aligning it, like taking that
>
> instructional time. Like we're going to do some PD on it, you're going to et some time to
>
> be able to have some safe practice with it, we're going to do some peer observations with
>
> it, we're going to come back and revisit and refine it so that it's best for our kids and
>
> really getting teachers to understand that and open up their classroom practice in a
>
> systematic way for them (Interviewee #2).

Professional learning cycles provide the conceptual framing for educators to understand the shift

from theory to application of practice. The process makes transparent the intended goals of the

instructional leaders and the community, setting a clear purpose and expectation. Engaging in a

professional learning cycle also ensures that the focus on learning built during PLCs is made

actionable through the cycle. Recognizing that instructional shifts reflecting language

acquisition can be a change some educators would be fearful of taking, provides a poised

expectation to engage.

Procedural Knowledge Gaps

According to the results summarized in Table 8, one assumed procedural knowledge

influence was determined as assets held and two new influences emerged. Table 11 represents

the validated assumed procedural knowledge influences, how it measured and what instruments

were used to validate.

Table 11

Evaluated Assumed Procedural Knowledge Influences

Category	Assumed Influences (Validated)	Instruments	Know (Assets)	Don't Know (Gap)
Procedural	Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback.	Interviews Document Analysis	6	0
Procedural (New)	Instructional leaders need to know how to develop, foster and utilize professional learning communities to support instructional responsiveness.	Interviews	4	2
Procedural (New)	Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model.	Interviews Document Analysis	4	2

The first assumed procedural influence, "that instructional leaders need to know how to

implement the OCDE Project GLAD® model, using modeling, time for practice, coaching,

mentoring, reflection and feedback," was confirmed to be a needed asset through the interview

uestions: *"What steps have you taken in the implementation of the OCDE Project GLAD®*

strategies, if any?" "How do you approach creating professional learning?" "What coaching

protocols do you utilize, if at all?" "What role does reflection play, if at all?" This assumed

influence was also determined as an asset held by principals through documents provided, such

as professional learning cycles with embedded practice and rehearsal opportunities, calendars of

trainings showing demonstration and modeling of the OCDE Project GLAD® model,

"Walkthrough Forms" for feedback, "Guided Visit" documents that supported with coaching and

mentoring, and "Reflection Forms" (specifically after guided visits). Table 12 represents the

number of instructional leaders that noted demonstration/ modeling, practice during professional

learning cycles, coaching, mentoring, reflection and feedback as important in their

implementation of the OCDE Project GLAD® model in meeting the needs of their emergent

bilingual populations. Of the implementation practices referenced, "Rehearsal/Practice,"

"Coaching," and "Feedback" were referenced by all instructional leaders. With each expected

implementation practice, instructional leaders had corresponding documents to support the

expectation, however "Rehearsal/Practice" was most evidenced in documentation by four of the

six of instructional leaders.

Table 12

Number of Interviews and Documents Analyzed Referencing Implementation Practices

Implementation Practices	Interviews	Documents
Demonstration/Modeling	5 of 6	3 of 6
Rehearsal/Modeling	6 of 6	4 of 6
Coaching	6 of 6	3 of 6
Mentoring	1 of 6	3 of 6
Reflection	5 of 6	1 of 6
Feedback	6 of 6	2 of 6

The frequency of each instructional practice mentioned in interviews illuminates the understanding of implementation of practices and what is enacted, as is seen in Figure 3. With "Rehearsal/Practice," "Coaching," and "Feedback" having been referenced by all instructional leaders in Table 12, we also can see in Figure 3 that the frequency of each of the implementation of practices is also high, with "Feedback" referenced 107 times in interviews. Frequency could be attributed with confidence of being able to execute and perceived urgency of the practice.
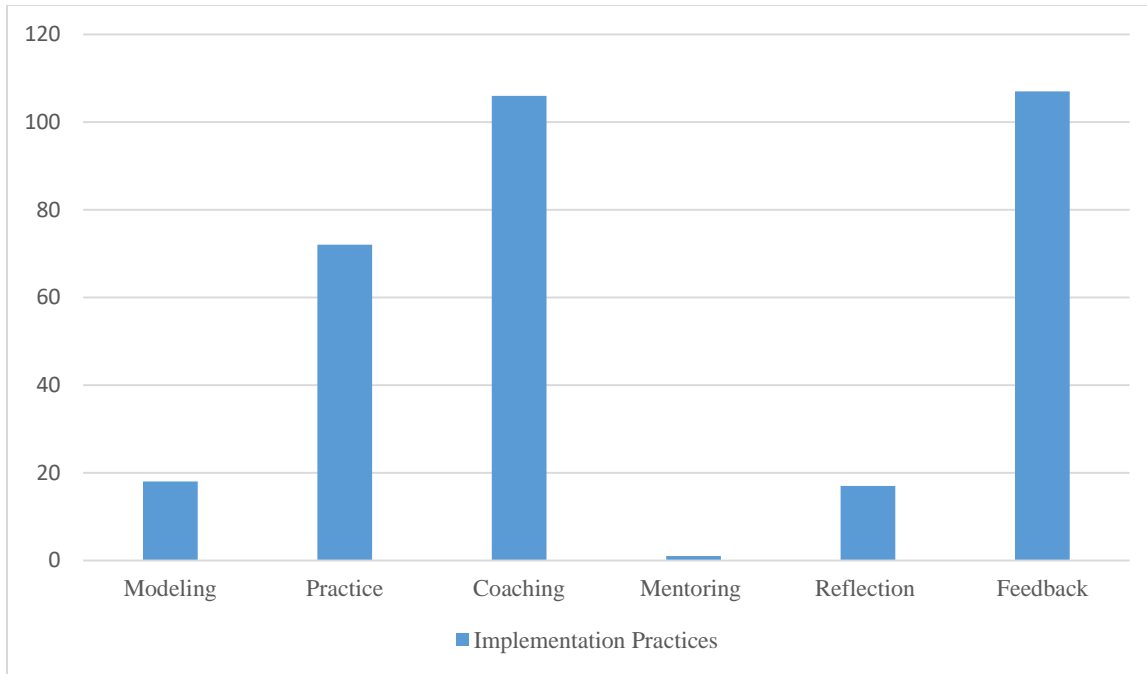
Figure 3. Frequency of implementation practices referenced in interviews.

There is a connection between how many instructional leaders referenced these three

practices, the frequency of reference and what is seen in documents to support these practices.

Though feedback is considered a valuable practice (100% of participants noted the value), only

two of six instructional leaders have a physical document to facilitate the practice. Similarly,

five of six participants referenced reflection as a critical practice to support implementation,

however, only one of six instructional shared documents that are used in the process of reflecting

with teachers on best practices to support emergent bilingual students, such as the OCDE Project

GLAD® model. The four of six documents provided related to "Rehearsal/Practice" could be

attributed to the district-wide effort in incorporating professional learning cycles in which safe

practice is a step, this expectation could account for the higher percentages of visibility in

document form. One instructional leader communicated how modeling and coaching within

professional learning cycles has proved beneficial for practice, stating "We're doing observations

and modeling; we're doing side-by-side coaching. It has just been a process. And it has been

phenomenal; we've only been in school 16 weeks but already kids are moving and the way that

we are talking about children is changing; it's not deficit based, it's 'What do these kids need?'

And that serves all students" (Interviewee #3). Additionally, many instructional leaders made

reference to ensuring that teachers did not feel formatively evaluated in the process of feedback

and reflection and could also be a cause for smaller percentages of documents to support this

process, relying on dialogue as a primary method. This thought was reflected in the following

sentiment, "I think that getting them to be reflective, which requires just the questioning that you

utilize…you have to work your questioning around how you're getting them to self-reflect on

what they need to work on" (Interviewee #2). Whereas another instructional leader points out

the value of not appearing evaluative, "'This is not going to be on your evaluation. This feedback

process is to help you. I want growth. I'm not here to say what I'm catching you doing wrong,

no.' And so I've had to build that culture in" (Interviewee #1). Both accounts provide reasons for

not possibly having documentation, one, in an effort to not appear as if they teacher was being

evaluated but felt comfortable in the model and thus no formal appearing papers were provided,

and the latter being the district already formalized the process and there is no need for the

documentation due to being internalized.

     The second influence is a new procedural knowledge influence that emerged throughout

the data collection process and was determined as a valuable asset through interviews and

document analysis. "Instructional leaders need to know how to develop, foster and utilize

professional learning communities to support instructional responsiveness," building upon the

conceptual knowledge influence that emerged and was noted in Table 7. Within this emerging

theme, the researcher learned how instructional leaders used professional learning communities

as an avenue to build vision, set expectations, and develop shared leadership through an

instructional leadership team (ILT) to increase collective teacher efficacy on instructional

practices surrounding OCDE Project GLAD®. Having grade level collaborative teams choose

their grade level representative to partake in ILT operated as a mechanism to build voice and in

return provide a lens of how implementation would occur within each grade level, using the

group's expertise with the ILT member as a guide. Four of the six instructional leaders showed

conceptual knowledge of professional learning communities as stated in Table 11 and four of the

six instructional leaders articulated how they develop, foster and utilize their professional

learning communities to transform instructional practices. The following account illuminates

one method

> So we take that information, we come back and they chart it and then we all look at the
>
> charts to determine, okay, what are our strengths and what do we need to work on. And
>
> then based on what we need to work on, the ILT is now going to take that, and come up
>
> with a plan. But everyone is seeing it, so it's not a surprise on how did that ILT come up
>
> with that (Interviewee #1).

The building of collective teacher efficacy, as seen in this account, builds the needed trust and

communication of what is expected, keeping student needs at the center. In using this model, all

voices are heard and teachers feel invested in the process and following through on the plans

determined.

The third influence, "instructional leaders need to know how to develop and utilize a

professional learning cycle as an avenue for on-going implementation of the OCDE Project

GLAD® model," is a new procedural knowledge that emerged throughout the data collection in

interviews and document analysis. Four of the six instructional leaders articulated having an

understanding of professional learning cycles in Table 11 and four of the six instructional leaders

provided document supports of the various stages of the professional learning cycle (training, identify quality indicators, collaboration, professional reading, safe practice, peer observation, peer feedback, reflection, looking at student work and data, and implementation: monitory, measure and modify) being utilized to support the implementation of the OCDE Project GLAD® model, refining practice and engaging in continuous improvement. The listed items within the various stages of the professional learning cycle, such as monitor, measure and modify, is reflective of the continuous improvement process. Upon engaging in a process, you monitor progress, then measure impact and modify or adjust based on the data. Continuous improvement is at the heart of both the model and the requirement to sustain responsiveness in meeting the needs of EB students. Two of the six instructional leaders did not show evidence, whether in interviews or documents of utilizing professional learning cycles to support the implementation of the OCDE Project GLAD® model as a way to support increasing EB students access to rigorous curricula and experiences. Of the four out of the six that utilize professional learning cycles to support OCDE Project GLAD®, each instructional leader also incorporated time frames, expressed pushing teachers beyond safe practice and needing to narrow the focus of expected strategies to be implemented. For those utilizing the professional learning cycle to support OCDE Project GLAD® implementation, cycles ran five to eight weeks with approximately three to four cycles per year. Though the district provided training for principals on how to engage in professional learning cycles and communities, instructional leaders have modified or omitted the process in light of their school needs. Table 13 provides time frames for the professional learning cycles submitted.

Table 13

Time Spans for Professional Learning Cycles

Professional Learning Cycle	Time Span	Notes
Training	1 week	
Determine Quality Indicators	1 week	During week of training
Collaborative Planning	3 weeks	Planning for implementation during safe practice
	3 weeks	Looking at student work and data following safe practice
Professional Reading	On-Going	During "collaboration"
Safe Practice	2-3 weeks	
Peer Observation & Feedback	2-3 weeks	
Reflection	2-3 weeks	After each observation
Monitor, Measure, Modify	2 weeks	Includes walkthroughs by ILT and principal

Of the four of the six principals that utilize professional learning cycles to support

implementation of the OCDE Project GLAD® model, 100% stated that keeping safe practice or

open practice 2-3 weeks is a challenge, many teachers wanting more and more time. As an

instructional leader, each referenced needing to hold the expectation of transitioning from safe

practice and supporting teachers in progressing towards peer observations. One instructional

leader stated, "Yeah. And don't allow them to be in safe practice for too long cause they'll be

like, 'No, another week, another week, another week. I'm not ready, I'm not ready'"

(Interviewee #2).   Reflecting that the teachers were indeed ready and needed encouragement to

realize they could take the next steps. Whereas another instructional leader shared

I still have a problem with safe practice. But I understand it. I say that because teachers

always want four weeks or six weeks of safe practice and my big push now is safe

practice does not mean no practice. Because sometimes with the safe practice they go

'Oh good, I really don't have to get started right away.' Where it's like, 'No, you still

need to get started.' So that's a piece I struggle with (Interviewee #6).

The process of safe practice surfaced frequently in interviews, where some teachers frequently

want to stay in a space where they are not taking risks and remain in safe practice. Instructional

leaders need to employ the tenants of andragogy to unearth what is at the root of why the risk out

of safe practice and into peer observation is such a hurdle. In considering how adults best learn,

the process to gain the confidence to engage in peer observation may need to be strengthened,

having teachers first engage in practice in a simulated setting, one similar to their own, but

potentially just with adults. This process can then be followed by a microteaching experience,

where educators are asked to model with a small group of students and peers. This process

begins to transform the process to where adults are scaffolded to success. Yet another

instructional leader proclaimed the following regarding the term safe practice impacting teacher

perception

Building confidence here was my number one goal overall, and so…in fact, even with

ILT work, the district uses a term called 'safe practice.' So we do something and we're in

safe practice for two to three weeks then. I hate that term, and so I got rid of it and like;

there's no 'safe' and then we to go 'unsafe.' So we call it 'open practice,' like if we are

going to be learners and we are learning alongside our students, we're pushing our

pedagogy, then we are going to make mistakes along the way, and we have to be okay

with that without fear of anything. That helps me push teachers to keep moving forward

(Interviewee #3).

As interviewee #3 reports, the name safe practice can inadvertently cause some teachers to panic,

and wonder how possible reaching mastery can be.

Lastly, as instructional leaders reflected on how to best support in implementation of the

OCDE Project GLAD® model's multitude of approaches and strategies, each instructional leader

stated the need to narrow the focus. As a complex conceptual framework, with 56 corresponding

strategies, analyzing one's data and determining what were the greatest areas of needs, to then

chunk how implementation would occur, was shared to be the most effective method. Following

are two instructional leaders' accounts:

We've been incorporating into our professional learning cycle in phases. Now, our

teachers are implementing one to five of the [OCDE Project GLAD®] strategies

regularly. If you walk through our classrooms, you'll see strong evidence of Observation

Charts, Cognitive Content Dictionary, and Pictorial Input Charts. We really started last

year, so some are now getting into Sentence Patterning Charts to kind of really break

down that language (Interviewee #4).

This idea of chunking the strategies deliberately has proven successful. To tackle the 56

strategies or the development of a full unit of study becomes overwhelming for both teachers and

instructional leaders to lead. The power of engaging deeply would be lost in the effort to know

and use the entirety of the model at once. Using thoughtful design thinking, these instructional

leaders are referring to using their data and student need to pave the path for what direction is

needed to engage in a few strategies, well and in sequence. Lastly, "I would say to start slow.

We just said when we first did it, we said 'I just want to have one GLAD® chart. And really the

GLAD® chart is going to evolve over many lessons. And so we're just going to be focusing on this one. You can bring in others but let's just focus on this one.' Making sure that teachers are clear on the different roles for student learning is in there as well" (Interviewee #6).

The results of the narrowed focus have proven beneficial from the instructional leaders' reports. For one instructional leader shared, "I see huge improvements in instruction as far as the strategies that the teachers are using, and I know they work for kids because I know it's research based and I see the engagement. Like I see all the positives" (Interviewee #1); and "They're implementing and they're implementing it the right way" (Interviewee #5). The value in being able to engage deliberately in a few strategies well, supported by a system of colleagues and instructional leaders gives weight to the importance of having procedural knowledge of how the OCDE Project GLAD® model is implemented, professional learning communities operate and professional learning cycles evolve.

The last knowledge gap analyzed is metacognitive knowledge, building from levels of cognition into reflective practices.

Metacognitive Knowledge Gaps

According to the results in Table 7, one assumed metacognitive knowledge influence was determined inconclusive. Table 14 represents the inconclusive influences, what instruments were used to and to what degree.

Table 14

Evaluated Assumed Metacognitive Knowledge Influences

Category	Assumed Influences (Validated)	Instruments	Know (Assets)	Don't Know (Gap)
Metacognitive	Instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students	Interviews	0	6

The first assumed metacognitive knowledge influence, that "instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students," was investigated through the interview questions: *"What processes do you engage in to support your own reflection, if any?"* and *"What steps do you take in reflecting about coaching?"* Complex decisions require instructional leaders to engage in sophisticated reflection and build this skill-set within each teacher, but equally within themselves. 100% of instructional leaders reflected upon how reflection is a critical process for oneself, stating "And as an administrator I question, 'Am I being supportive? Am I giving them what they need? What else needs to be done?' But we have to do that" (Interviewee #1). However, comments did not specifically target reflections on how they best support meeting the needs of EB students or how they support their teachers in meeting the needs of this student population and did not bridge into the processes of critical reflection. Reflections often reflected upon how to navigate thinking differently about their teacher population, one example being:

> So the challenging personalities are gonna continue to be challenging but I always try to
> understand what the root cause and the core is as to why that's the case, and then try to
> figure out a way to break through that. So that's my work that I really think about. There's
> all this other stuff but I think that's super important because really when it comes back to

successful students and what's gonna happen- it's the teacher. And so I'm just there to

make sure that everybody does their best on behalf of the kids. That's how I see my job

(Interviewee #4).

Though all instructional leaders spoke to the critical importance of reflective practices,

the gap of critical reflection practices were not noted and thus is inclusive. Reflection and

critical reflection hold different outcomes. Critical reflection is more than just 'thinking about'

or 'thoughtful' practice. It is a way of 'critiquing' practice in a systematic and rigorous way,

helping practioners to carefully consider what is good and what could be improved.   If there is a

desire to create cultures that are more caring, this requires changes in individuals and teams.

Critical reflection is a key activity in creating caring cultures, for it can enable individuals to

develop greater self-awareness. Critical reflective practices would focus on the teaching

practices for the traditionally underserved populations and attends to the sociopolitical context,

the debate of power and issues of access and how that then is reflected in practice (Bensimone,

2005). Additionally, if critical reflective practices were present, an emphasis on why EB

students need additional instructional supports would be present, additionally, if the teaching

population is a representation of the students they serve, or the reasons why some students are

obtaining access over others. The process of engaging in critical reflection requires a deep

analysis of one's own belief systems and values and how it may be in conflict with the dominant

culture that may exist in one's educational system (Paris, 2017). This type of reflection is a

current gap for CSESD instructional leaders within this study. Though not currently an asset of

instructional leaders, a potentially powerful behavior that is needed to ensure that the closing of

the achievement and opportunity gap for EB students is present.

Synthesis of Results and Findings for Knowledge Influences

The results and findings from the various sources of data showed that four of the five

assumed influences were assets held by instructional leaders plus four new influences.   The

evaluated assets and new influences are illustrated in Table 15.

Table 15

Summary of Evaluated Assumed Knowledge Influences

Category	Assumed Influences	Assets	New Influences
Conceptual	Instructional leaders need to know the different typologies of emergent bilingual students.	√	
Conceptual	Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	√	
Conceptual	Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences.	√	
Conceptual	Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data).		√
Conceptual	Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles and the steps within them.		√
Procedural	Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback.	√	
Procedural	Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness.		√
Procedural	Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model.		√

Triangulation of interview findings and document analysis revealed that instructional leaders need to understand and have skills related to andragogy to best support instructional shifts in meeting the needs of emergent bilingual students. Instructional leaders must know how to differentiate support structures from how young learners learn (pedagogy) and how adults learn best (andragogy) to shift instruction and create sustainable implementation structures. Concepts associated with andragogy included recognizing that adults need to be involved in the planning and evaluation of their instruction; experience (including mistakes) provides the basis for learning activities and adults must feel respected for the experiences they bring; adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life and are practical; and that adult learning is problem-centered rather than content-centered, as well as are goal-oriented. In an understanding how adults learn best, instructional leaders can support in instructional shifts. Additionally, instructional leaders need to incorporate methods of how to support instructional changes, including engaging in modeling, opportunities to rehearse and practice, coaching, mentoring, reflective practices, and feedback loops. Applying these concepts into structures such as professional learning communities and through professional learning cycles sets the structures for continuous improvement.

To ensure that these concepts, structures and practices are aligned to emergent bilingual student needs, instructional leaders need to know their language learner populations (including typologies) to best provide instruction to close the achievement and opportunity gap. When instructional leaders have a deep knowledge base on typologies and language proficiency levels, they can better navigate providing explicit instructional feedback and monitor progress. Understanding models, such as the OCDE Project GLAD® model that embed culturally responsive and sustaining practices, will supply instructional leaders the tools for how to

observe, provide coaching, and feedback on refining practices to enhance emergent bilingual students' academic and linguistic skill-sets.

Results and Findings for Motivation Influences

There were two assumed motivation influences. Table 16 shows that two assumed motivation influences were evaluated as assets, and three new emergent influences arose as assets of instructional leaders. No proposed influences were considered invalid.

Table 16

Motivational Assets, Gaps and New Influences

Category	Assumed Influences	Assets	Gaps	New Influences
Self-Efficacy	Instructional leaders need to believe they can affect instructional change in teachers.	√		
Self-Efficacy	Instructional leaders need to believe that they can ask for help and employ experts to support in instructional implementation.			√
Self-Efficacy	Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts.			√
Self-Efficacy	Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs.			√
Utility Value	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps.	√		

Eccles (2007) explains motivation in school achievement and the perceived value of learning to four factors: intrinsic, utility, attainment value and the cost of engaging in the task. Findings were categorized into self-efficacy and utility value.

Self-Efficacy Motivation Gaps

According to the results summarized in Table 16, one assumed self-efficacy motivation influence was evaluated to be an asset, whereas three new influences emerged as assets. Table 17 reflects the validated assumed self-efficacy motivation influences, instruments used to validate and what percentage believe or did not believe the influence to be influential.

Table 17

Evaluated Assumed Self-Efficacy Motivation Influence

Category	Assumed Influences	Instruments	Believe (Assets)	Don't Believe (Gaps)
Self-Efficacy	Instructional leaders need to believe they can affect instructional change in teachers.	Interviews	6	0
Self-Efficacy (New)	Instructional leaders need to believe that they can ask for help and employ experts to support in targeted instructional implementation.	Interviews Document Analysis	5	1
Self-Efficacy (New)	Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts.	Interviews	6	0
Self-Efficacy (New)	Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs.	Interviews Document Analysis	4	2

The assumed self-efficacy motivation influence, "instructional leaders need to believe they can affect instructional change in teachers," was evaluated as an asset by instructional leaders through interview questions: "*In what ways has your confidence changed from when you first began supporting teachers in implementing the OCDE Project GLAD® model?"* and *"What*

would you recommend to other instructional leaders in supporting instructional change?"

Instructional leaders expressed self-efficacy in the following ways: "I think instructional leaders

and instructional leadership can really move a school forward. I think over the years of

application in different roles I have developed a lot of tools in my tool belt, so to speak; I feel

well-prepared and equipped as a leader to support instruction. And so I think that, I try to keep

that at the forefront-the instructional piece" (Interviewee #2). This reflection reveals the

importance of instructional leadership believing they can create change in the systems they work

in, this motivated instructional leaders to engage and persevered with teachers, for students.

> So I think that I need to be the example, and be able to make sure that I repeat what I
>
> expect or what is possible. I think that for an instructional leader I need to be out there
>
> spouting the impossible. What is achievable? What you think is impossible we can do.
>
> Yes, we can raise this. I've struggled too, yes. I've been a teacher and I've raised grade
>
> levels. It can happen... Students can grow two to three grade levels a year with good
>
> instruction. It's about making sure that people are aware of what is possible, but then also
>
> providing them the supports that they would need to make that possible. I think that my
>
> work ... That's my big role. I'm the cheerleader, and I also have to make sure that I back
>
> that up with the evidence. That's what I hope to do, raise the bar…I just love my job
>
> (Interviewee #6).

When instructional leaders feel that they have impact, they work harder to realize that

vision and will employ various skill sets to ensure the goal is attained.

Instructional leaders that showed self-efficacy in affecting change also believed in asking

for help and employing experts to support their vision, had methods for teacher buy-in and felt

confident in incentivizing their teachers. The second influence, "Instructional leaders need to

believe that they can ask for help and employ experts to support in targeted instructional

implementation," is a new self-efficacy motivational influence that emerged in data collection

through interviews and document analysis. Though District LCAPs outlined the names of

schools within the District that were to receive District support regarding emergent bilingual

student populations (specifically through District OCDE Project GLAD® trainers' support), five

of the six instructional leaders asked for additional supports and specifically targeted supports,

such as integrated ELD and Mathematics using OCDE Project GLAD® or OCDE Project

GLAD® in Writing. Instructional leaders recognized areas of need and were able to employ the

District trainers in aligning and articulating several themes as they worked to elevate emergent

bilingual students' access to quality instruction. This willingness to ask for help and employ

experts reflects a motivation and belief that instructional leaders understood the gaps of

knowledge, skills and motivations of their teachers and their own gaps, that they could employ

the "experts" to support in bridging the gap. This was further evidenced when viewing school's

professional learning calendars, noting the names of district experts being employed to support in

professional learning, coaching and feedback loops. Instructional leaders expressed that to be

able to obtain their vision, pulling in experts to support them on identified areas of need was

necessary, two stating: "I just did one of those things, I got on the phone and I said, 'Look at

these scores, look at these trends, we're trying a bunch of different things, it's not working, I need

these ladies. I need to have my teachers who have the background knowledge of this, they just

need a refresh and a GLAD 2.0" (Interviewee #4). Following suit, "I know that even last year,

we weren't supposed to have the GLAD trainers come, but I pushed. I go, 'Yes we've had so

much great success, we need to keep that going. We need them to come back one more time just

to make sure we're following through with all'" (Interviewee #6). This pervasive effort to get

what one needs to do what is needed for students is a behavior of highly self-efficacious

individuals. Instructional leaders employ the help of others to ensure one's vision is being

attained, this is also reflective of highly self-efficacious individuals. They do not believe they

could or should do it all on their own, but instead work with other models and experts to support

the process.

　　　　The third influence, "instructional leaders need to believe that they can engage in teacher

buy-in methods in support of instructional shifts," is a new conceptual influence that emerged in

data collection through interviews. 100% of instructional leaders expressed gaining teacher buy-

in as a part of affecting change in instruction. The methods in how they did so was expressed in

the following ways, "GLAD, it's for teachers, by teachers, the buy-in is huge. When I used to do

it the first two years, oh, God. It was like slings and arrows. If I did any training, it went on deaf

ears. Straight up. Straight up went on deaf ears. So very interesting, but I found that when I

developed that system with instructional leadership teams, and then I got really strong

instructional teachers that are also leaders with strong social capital in those teams… I would say

this year; it's just exploded because of it" (Interviewee #4). Within the same mindset that highly

efficacious instructional leaders ask for help, so do they realize that teachers have the greatest

impacts on student's achievement and are needed to ensure that instructional shifts happen to

bridge the achievement gaps for EB students. Seeking teacher buy-in is thus necessary to create

the change one wants to see; avoiding force and coercion and instead insuring that teachers feel

valued, are a part of the shared vision, and have the resources they need to do what they need is a

part of that process. Another instructional leader shared a similar sentiment about developing a

shared vision,

I think it's really that shared vision and really having teacher input and buy in on what

happens with instruction. And the importance of that. I have a very compliant team,

which means that they will do whatever I ask them. But that's not how change happens,

so they have to be invested and they have to see the passions. I think it ... That was really

conveyed, is making sure that you have this shared vision of leadership and you are

transparent and you convey it to your team (Interviewee #3).

In addition to developing a shared vision and seeking teacher input, behaviors of listening and

making time came forward as other methods of developing teacher buy-in. "It's a lot of give and

take. It's a lot of listening, supporting, but yet it's a push and support. It's a push and support, and

push. But like I tell them, 'I'll push you but providing you with the support that you need,' in

giving them the time, to hear them out is key. And I think it's, it's really listening. Not that I have

to agree, but listening to what they have to say, I'm giving them that voice I think is critical and

then I see things change. I see them grow" (Interviewee #5).

The fourth influence, "instructional leaders need to believe they can eliminate teacher

barriers and incentivize prioritizing emergent bilingual student needs," is a new conceptual

influence that emerged in data collection through interviews and document analysis. Table 18

shows the three types of incentives that were described by instructional leaders.

Table 18

Incentives Described in Interviews

Incentive Type	Description of Incentive	Number Referenced
Time for Planning	Time increase in grade level collaboration and/or in independent planning time to prioritize emergent bilingual students.	5 of 6
Positive Praise	Public acknowledgement during individual walkthroughs, during staff meetings or collaboration, or via "Virtual Walkthroughs."	4 of 6
External Rewards	Teacher prizes such as materials for their classroom through earned Dojo Points	1 of 6

Five of six instructional leaders referenced that an "incentive" in affecting instructional change and supported building teacher buy-in was providing time for planning. Of the five of six instructional leaders, each spoke to recognizing a major concern by teachers was not having enough time to implement and plan for OCDE Project GLAD® practices and differentiated lessons for emergent bilingual students, so each of the five of six instructional leaders found ways to remove that barrier, whether by obtaining funds for a Visual and Performing Arts teacher and using that time for teachers to independently plan or re-arranging the Collaboration Agendas to have more time to plan. Two instructional leaders stated the following: "Another way is that I provide them time during collaboration. I give up my administrator time so they can refine their practices of GLAD®, usually I encourage them to do walkthroughs" (Interviewee #1). Sharing space and time represents to teachers that instructional leaders value them and will displace their agenda for prioritizing teacher. "So it's about really listening to what they need and supporting them. I know glad takes a long time. I know it does, but what, how can we help, how can we support? I try to look for ways in our staff meetings to decrease my talking time and increase their collaboration time" (Interviewee #5). The one remaining teacher not included in

the five of six instructional leaders also referenced the importance of time for planning as an

incentive, however, not specifically for prioritizing planning for EB students.

Another form of "incentive" that surfaced was positive praise, four of six instructional

leaders stating the value of acknowledging the work that was done in front of peers, either

virtually or in person, was important in maintaining motivation. "I'd say more the motivation

might be more about being called out in positive ways. We always start off our staff meetings

with celebrations and appreciations. And sometimes I even plan to say 'Oh, I was in your room

today. Here's something you should share that you've done. Look this is really good. I saw how

this student would come up there.' So that way the celebration is about how the student was

accessing content, was accessing it through the charts. So different teachers will be able to share

in there. So that way it's not about me recognizing them, but that they sort of come up and ... And

sometimes they'll even say 'Well, (the principal) says I should share. Just because it was so

exciting'" (Interviewee #6). One principal developed the concept of Virtual Walkthroughs as a

mechanism for peer support, feedback and positive praise.

> So the first time that I started virtual walkthroughs was two years ago, the whole campus
>
> you could see it as soon as the email went out and I looked out my window, I could see
>
> teachers running down the hallways asking each other for help, how do I do this, how do
>
> I do that. They were helping each other and then someone said, 'oh (principal), but if you
>
> have them reply all and they see what everyone else is doing, they're going to go back
>
> and they're going to change their chart or they're going to go back and they're going to
>
> change their schedule.' I'm like, 'Great! They're learning from each other and making it
>
> better.' And if they want to change it and then send me the picture, fine. But I just created

a small opportunity for teachers to learn from each other and then to receive public

acknowledgement for the efforts made. Talk about motivation! (Interviewee #1)

The emphasis on positive praise and peer recognition is evidence that even adults want to

be affirmed for the work they are passionate about.

One of the six instructional leaders referenced using external prizes or rewards as a

method of incentivizing teacher instructional shifts, the use of Dojo points taking prominence in

their school, both for students and teachers. "I say, 'The first five teachers to respond will get

five Dojo points on their account' ... because I created a Dojo account for my teachers ... and

Dojo prizes will be given out at the end of the year. So I have like this big store that I do for my

teachers at the end of the year and, based on their Dojo points, they get to spend on high-ticket

items like electric staplers, Expo markers ... like big items. I spend a lot on teacher incentives"

(Interviewee #1). The small amount of external rewarding systems reveals, that or most, external

incentives are unnecessary, and instead, the focus of immediate feedback, praise and affirmation

provides individuals with the awareness that they are seen and that their actions are perceived as

valuable for the community.

Utility Value Motivation Gaps

According to the results summarized in Table 16, one assumed utility value motivation

influence was evaluated as a star. Within Table 19, validated assumed utility-value motivation

influences were articulated, with instruments used to validate and the percentage of those that

value and do not value the influence.

Table 19

Evaluated Assumed Utility-Value Motivation Influence

Category	Assumed Influences (Validated)	Instruments	Value	Don't Value
Utility Value	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps.	Interviews	5	1

The assumed motivation influence, "instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps," was determined through the interview question, *"How do you see the OCDE Project GLAD® model supporting your school in meeting the needs of your English Learners?"* Five of the six instructional leaders responded stating that the model has had an impact on instruction and in meeting the needs of their EB students. Table 20 represents some of the ways in which instructional leaders stated how the OCDE Project GLAD® model has had an impact on students.

Table 20

OCDE Project GLAD®'s Value and Impact

Student Impact	Value
Builds Social Emotional Learning	"And I think the most important thing is that students feel they can be successful. Social-emotional learning is important for me too, and if you don't have success built in, it's gonna be really hard to hit those things that are challenging. So, I've always felt that that was the case with GLAD" (Interviewee #4).
Access	"As a principal or as an associate principal before, being able to go into classrooms and have students be able to ...you know, when you ask a student, 'Hey, what is it that you're working on?' Or, 'What is it that you're learning right now?' Even if they couldn't maybe articulate it to you, they can at least go, 'Oh, yeah,' pointing to a pictorial input chart. And then, you can ask the question, 'Okay, tell me more about that. And then, they're able to access the information that they need" (Interviewee #1).
Develops Critical Thinking Skills	"I thought, 'Oh my gosh, everybody should be doing GLAD in everything and anything, that's what we should do! It's access, it's language, it's sequential, it's a process. And it develops critical thinking skills'" (Interviewee #5).
Acquire Academic Language	"I can also even talk about parents, because I also have like coffee chats and things, and I tell them what we're doing, what our focus is, what they should be able to see in the classroom. And when I brought up Project GLAD, 'Oh, have you seen GLAD charts?' They're like 'That's what's going on?' Parents have noticed a big difference. Because before they were asking their child, 'Oh, so what did you learn today?' 'Oh, we did some math," or 'nothing" ... And now, 'What did you learn?' 'Oh, I learned all about the eyeball.' And they were then able to talk about the things that they learned and about the eyeball and science and they're able to really have more rich conversations about what they're learning with academic language and how they're understanding" (Interviewee #6).
ELPAC	"Of the 27% of the English Language Learners, we have about 54% that are at the language proficiency level four in ELPAC" (Interviewee #4).
Reclassification	"Because it looked like, just on the surface data, that these students could reclassify. And that's a huge goal for all of us, is if students reclassify, especially before they get to middle school" (Interviewee #4).

Instructional leaders' value of the implementation of OCDE Project GLAD® is robust, from the development of the whole child through social emotional well-being alignment, to how the model provides access to rigorous grade level content, the development of critical thinking skills and the acquisition of academic language as evidenced in increases in language proficiency noted on the ELPAC and by the rates of reclassification. The sentiments shared by the instructional leaders represents the multifaceted ways in which the model supports EB education. Not merely a professional development model with strategies, the intent of the model's design is to support in building a systematic avenue to create transformation in school settings in support of EB populations, closing the achievement gap and increasing the quality of instruction.

Both social skill development and academic and linguistic impact was distinguished as valuable by instructional leaders, as noted above. In addition to student impact, instructional leaders provided scenarios where teacher impact on instruction was evident, such as, "Not only have I seen more confidence in teaching language but I've even seen more confidence, more motivation with content. Like digging into the content deeper because what they're doing is they're taking their benchmark program and the strategies that benchmark dictates to the teacher and now they're extending it with GLAD®, so they're digging deeper!" (Interviewee #1) This quote reveals the transformation and empowering nature of the model's design; that with increased confidence in meeting the needs of EB students, practioners are more willing to continue to take on practices that will stretch them. Another instructional leader spoke with admiration of the receipt of a prominent accolade, sharing "I also wanted to tell you one more thing that I forgot and I just wrote a note. As for 2017, we earned the Spotlight on Literacy Award and that's from Great Schools, and its highlighting schools that have closed the achievement. We got the award for the Hispanic population! And that was awarded to only the

top two percent of the schools. Top two in the state for reducing achievement gap!" (Interviewee

#6). This instructional leader went on to further explain how the OCDE Project GLAD® model

has been a signature practice that continues to transform his school, for both teachers and

students. The model's influence as a method for improving instructional practices that meets the

needs of all students has been made apparent, and will be further discussed in the synthesis of

results.

Synthesis of Results and Findings for Motivation Influences

The results and findings from the various sources of data showed that two of the two

assumed influences were determined as assets and three emerging influences arose. The

validated influences are illustrated in Table 21.

Table 21

Summary of Evaluated Assumed Motivation Influences

Category	Assumed Influences	Assets	New Influences
Self-Efficacy	Instructional leaders need to believe they can affect instructional change in teachers.	√	
Self-Efficacy	Instructional leaders need to believe that they can ask for help and employ experts to support in instructional implementation.		√
Self-Efficacy	Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts.		√
Self-Efficacy	Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs.		√

Table 21, continued

Category	Assumed Influences	Assets	New Influences
Utility Value	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps	√	

Triangulation of interview findings and document analysis revealed that instructional

leaders need to believe that they can have an impact on their teachers in best meeting the needs

of emergent bilingual students. Rueda (2011) makes reference to individuals with higher self-

efficacy having a greater belief in their own competencies and thus, having higher expectancies

for more positive outcomes. Efficacious individuals will frequently be more productive and

motivated to engage in, persist at, and work hard at a task (Rueda, 2011). When everyone in a

school believes that together they can make a difference, the impact on student attainment can be

almost quadrupled (Eells, 2011), perpetuated by an efficacious instructional leader. This notion

of collective efficacy across the school is a powerful precursor to student success. Visible

Learning researcher John Hattie (2009), references that combining this with having a collective

and collaborative focus on teachers evaluating their impact and the results on student attainment

can be even greater. Thus, instructional leaders recognizing their role as instructional models,

combined with the behaviors of engaging in teacher buy-in through listening, mutual respect and

opportunities to provide input, while providing incentives such as removing time constraints and

optimizing time to plan for emergent bilingual student success and praise, can create the

collective efficacy that Hattie (2009) references.

Eccles (2007) references that individuals' placed worth are strong motivators of

performance; within utility value, an instructional leader can see the long term goals attained

through what they do. The evidence within this study reflects that value found by instructional

leaders on OCDE Project GLAD® for emergent bilingual students, ranges from the model's

implementation having impact on students' social emotional well-being, access to core

curriculum, increase in academic language, reading and writing, and evidenced in increases of

reclassification. Instructional leaders also saw the utility value of the model on an increase in

teacher efficacy on meeting the instructional needs of their emergent bilingual student

population.

Within this study, four of the six instructional leaders in this study had been trained in the

OCDE Project GLAD® model when in the classroom as teachers, and one while as an

administrator for the first time. Another instructional leader was trained both as a teacher and an

administrator, and one had only some minimal prior exposure to the model. Instructional leaders

spoke to their experiences from the classroom influencing their self-efficacy in providing

instructional support to their teachers in meeting the needs of emergent bilingual students,

proving to be a critical criterion. Thus, time spent as a classroom teacher utilizing the OCDE

Project GLAD® model can strengthen one's role as an instructional leader bridging the

achievement gap for emergent bilingual students. In addition, however, instructional leaders

need to believe in the value of OCDE Project GLAD® in meeting the needs of emergent

bilingual students in closing the achievement gap. This too, built from the years of prior use of

the OCDE Project GLAD® and seeing the success as a teacher in meeting the needs of their

emergent bilingual student population. One might attribute the high self-efficacy and utility

value connected to time spent as a teacher, then as an instructional leader implementing the

OCDE Project GLAD® model as a powerful continuum in closing the achievement gap for

emergent bilingual students. Thus, both self-efficacy and utility value are motivational concepts confirmed to be imperative in engaging in best practices that meet the needs of EB students.

Concluding the motivation influences, this section of Chapter Four concludes with the data analysis of organizational influences, both cultural models and cultural settings.

Results and Findings for Organizational Influences

There were five assumed organizational influences. Table 22 shows that four assumed organizational influences were determined as assets held by instructional leaders and one assumed influence found inconclusive.

Table 22

Organizational Influences Validated, Not Validated and New Causes

Category	Assumed Influences	Validated	Not Validated	New Influences
Cultural Model	The district needs to cultivate a culture of asset-based mindsets regarding emergent bilingual students so that instructional leaders can better support teachers in meeting their complex needs.		√	
Cultural Model	The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students.	√		
Cultural Setting	The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs.	√		
Cultural Setting	The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.	√		
Cultural Setting	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.	√		

Rueda (2011) describes organizational culture through cultural models and cultural settings, findings will be categorized into these two themes.

Cultural Model Organization Gaps

According to the results in Table 22, one assumed cultural model organization influence was an asset. Within Table 23, the one cultural model asset was articulated, with instruments used and the number of instructional leaders that agreed or disagreed with the influence.

Table 23

Evaluated Cultural Model Organization Influence

Category	Assumed Influences (Validated)	Instruments	Agreed	Disagreed
Cultural Model	The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students.	Interviews Document Analysis	6	0

Each of the instructional leaders spoke to the importance of having the District office as a support in helping them meet the needs of their emergent bilingual students, referring to shared leadership as evidenced through the Instructional Leadership Teams (ILT) developed through the District (similar to the infrastructure that is then built in schools), where the District works with instructional site leaders in analyzing data, making decisions about best practices for meeting the needs of emergent bilingual students, and the on-going conversations that are had with District mentors (Executive Directors) on growth for emergent bilingual students. Instructional leaders additionally referenced the importance of emergent bilingual student growth, and biliteracy, as a part of the District's culture.

Not only is this population made a priority through cultural models, but is made evident as a priority through the mission, vision, publications, expectations, and frequency of time spent discussing emergent bilingual student needs. Within the District's website, you see listed

"Shared Vision" and "Shared Values." The visibility of the term "shared" represents a

commitment by all to meet the needs of all students. Referenced within the "shared vision" we

see the following two points as evidence of "shared responsibility" for emergent bilingual

students:

- Our children are high-achieving innovative thinkers. They are <u>multi-literate</u>, self-reliant,

  and confident. They have a lifelong love of learning and are socially responsible citizens.

  The District takes pride in developing each child's full potential, while recognizing his or

  her uniqueness.

- We value and find strength in <u>our diversity</u>. Learning is meaningful and relevant,

  connected with each child's individual needs, ethics, <u>culture</u>, and experiences and is

  linked with the world outside the classroom.

"Multi-literate," "our diversity" and "culture" reflect the commitment and community

responsible for envisioning possibilities for emergent bilingual students, furthered in one of the

eight values also listed on the District's website. It states, "Diversity: We seek, encourage, and

respect each individual's contributions and value a multicultural perspective" (CSESD, 2019).

One instructional leader stated the following regarding the District's pervasive attention to

emergent bilingual students, "If it's not a part of my agenda, if it's not a part of our conversations

as a cohort, if it's not a part of the conversations at the district level, then it's forgotten. English

Learners are not forgotten" (Interviewee #1). Another site instructional leader shared, "So, a

couple of things that I get and I tap into like crazy is, we're such a large district that we have

Executive Directors that are part of the Cabinet with the Superintendent. And each one of those

Executive Directors has twelve schools that they support, and so first and foremost I made sure I

had a really good relationship with mine. And so, we do a once a month visit, so we talk about

data. We talk about EL specifically. We talk about the professional learning cycle we're in. We talk about GLAD®, and then we take a walk through targeted classrooms, and we talk to students" (Interviewee #4). Both these quotes represent two instructional leaders that feel the support of the district in making EB students a priority, it's evident in conversations, in agendas, in informal or formal settings, EB students are an integrated and valued part of their culture, one of which instructional leaders across systems have shared responsibility.

The culture and the cultivation of instructional leaders and teachers is important within this district, developing a network of supports and shared responsibility; another instructional leader commented, "But using the network we have in our district, you have a District leader and a cohort of schools that come together that you work with regularly. So being able to ask them ideas using colleagues that I know. I'm fortunate because I kind of, I like to say I grew up in the district here, I taught here, I was a coach here, I was an AP here, and I'm a principal here. So many of them, like my principal that allowed me the opportunity to start to run PDs, now is at the district office" (Interviewee #2). The shared responsibility also was reflected in how monetary supports were provided in meeting the needs of EB students, "I got the support of my district by getting the certified GLAD trainers that we have that work for our district to be able to come to our school site and it was really based on that data. And so I was able to get that district paid for, I didn't have to pay it out of site budget," (Interviewee #4) exclaimed another instructional leader. Three of the six instructional leaders specifically noted their awareness that ELs are an important population for the Superintendent, manifesting through cabinet decisions and district behaviors.

The one assumed cultural model influence, "the district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students," was evaluated through

interviews. Instructional leaders spouted praise and appreciation of how the District engages in supports with instructional leaders, one leader stating, "So they give us different topics and areas for us to support. And then we also have executive director in our district, that someone who works up at the district level than they're normally head of like a department, like special education or technology. They are given a cohort of schools and they come out and visit every few weeks and you can call them anytime for support if you have questions as well. But I would definitely say very, very supportive central office for the district, especially for principals or any leaderships that I've experienced" (Interviewee #2). Another declaring "I think that this district is amazing. They do, just have the most amazing supports for their principals" (Interviewee #3). The support that these two individuals expressed was genuine appreciation and pride for the district taking the actions they do in making EB students a priority and continuously focusing attention on continuous growth. Specific to supporting the implementation of OCDE Project GLAD®, one instructional leader shares his interaction with the OCDE Project GLAD® District trainers and EL support providers,

> When I go to the district office, I see them. I always go talk to them, and they give big
> hugs on all the celebrations and I share their GLAD charts here. And so I bring that
> information back to the teachers and say, 'Oh I was just talking to the GLAD trainers,
> and this is what they saw in your charts that we're going to be sharing some of them.
> They might've asked this question.' That way even if they're not here, we're still talking
> about it and making sure that goes forward. I know that even last year, we weren't
> supposed to have them come, but I pushed. I go, 'Yes we've had so much great success,
> we need to keep that going' (Interviewee #6).

The overwhelming joy that is expressed and conveyed in having a united mission to ensure the success of EB students is a sentiment felt across the district. The pride and enthusiasm in making strides in instructional practices for EB students, or the sharing of data all reflect the shared responsibility this district has for the EB population.

One such behavior exhibiting the culture of shared responsibility is in the expectation for instructional leaders, with the support of District leadership, to present their English Learner data to Cabinet. Instructional leaders, in going through this process, must understand the nature of the data and how it has come to be, articulating to Cabinet both reasons for growth, stagnancy or decline, in which a plan of action needs to be communicated. Through the combined work with District mentors, instructional leaders take ownership of their school's narrative and that of their emergent bilingual student population. In turn, this also reflects a culture of urgency with Cabinet, and the shared responsibility they exhibit with their instructional leaders for accounting for the progress of their emergent bilingual students.

Cultural model organization influences not validated. According to interviews conducted, no instructional leader referenced the need to have their district cultivate a culture of asset-based mindsets regarding EB students so that they could better support teachers. Two of the six instructional leaders referenced themselves needing to have this perspective, and to model this for their own school community. This was a striking find, yet, in reflection of where this district may be in having cultivated this mindset already may be the cause for which it is not referenced. Through the analysis of various cultural models, it has been made apparent that there are a multitude of practices, systems, messages, and policies that imbue an asset-based perspective that values the EB student population. For these reasons, this organizational influence may be already established and not in need of additional growth at the moment.

Cultural Setting Organization Gaps

According to the results in Table 22, three assumed cultural setting organization

influences were evaluated as videos. Within Table 24, three validated assumed cultural setting

influences are articulated, with instruments used to validate and the percentage of those that

agreed or disagreed with the influence.

Table 24

Evaluating Cultural Setting Organization Influence

Category	Assumed Influenced (Validated)	Instruments	Agreed (assets)	Disagreed
Cultural Setting	The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs.	Interviews	83%	17%
Cultural Setting	The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.	Interviews	100%	0%
Cultural Setting	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.	Interviews Document Analysis	67%	33%

The first organizational assumed influence validated was, "the district needs to develop

an infrastructure of support that creates new norms of practice for instructional leaders that

focuses on emergent bilingual students' learning needs," affirmed through interviews. As

reflected in the cultural settings above, an intricate infrastructure of support for continuous

improvement provides the construct for culturally responsive practices to be sustained. The

infrastructure developed contains multiple levels of support. The district utilizes hiring practices,

Executive Director mentoring, Instructional Leadership Teams and Principal's Academies (for

new Administrators) to develop a focus on emergent bilingual students' learning needs. Within

District Instructional Leadership Teams, instructional leaders learn and are provided with

professional learning on developing the structures of support at one's school site: professional

learning communities, instructional leadership teams, and professional learning cycles.

Additionally, instructional leaders receive targeted support on specific areas of district focus, for

example academic conversations. These structures of support are then expected to be

implemented within each school site, monitored and reflected upon during mentorship sessions

between Executive Directors and site instructional leaders. Figure 4 represents the developed

infrastructure:

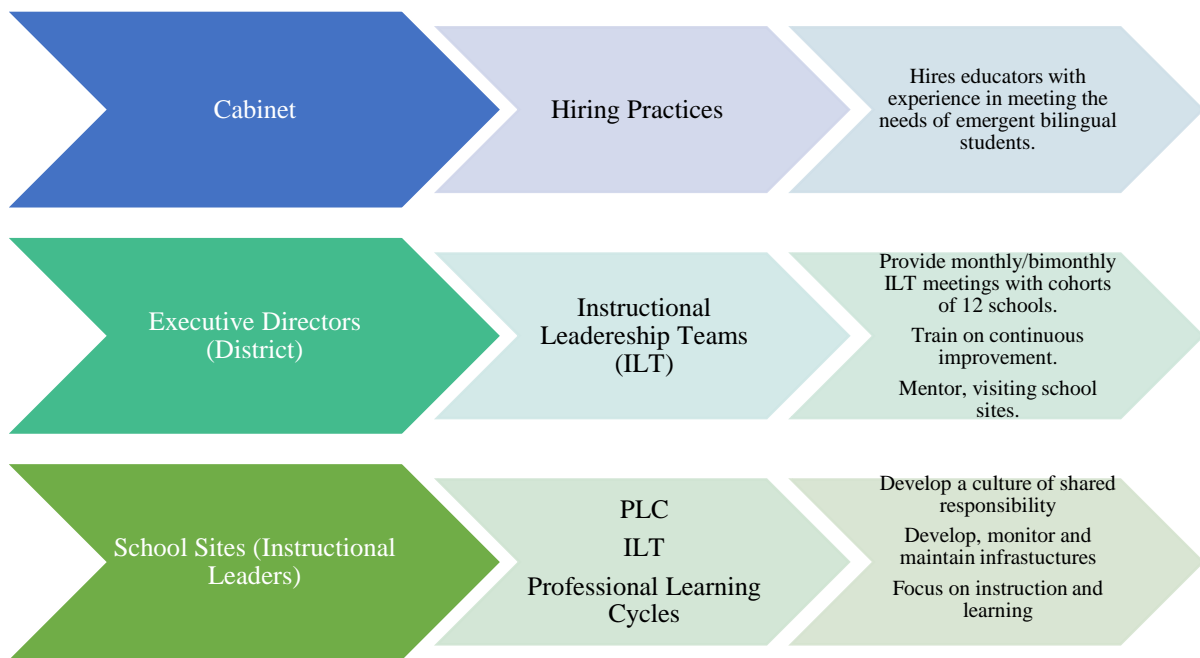| Cabinet	Hiring Practices	Hires educators with experience in meeting the needs of emergent bilingual students.
Executive Directors (District)	Instructional Leadereship Teams (ILT)	Provide monthly/bimonthly ILT meetings with cohorts of 12 schools. Train on continuous improvement. Mentor, visiting school sites.
School Sites (Instructional Leaders)	PLC ILT Professional Learning Cycles	Develop a culture of shared responsibility Develop, monitor and maintain infrastuctures Focus on instruction and learning

Figure 4. Organizational infrastructure of support in meeting the needs of emergent bilingual students.

The second assumed cultural setting organizational influence, "the district needs to

develop a plan for instructional leadership training on professional learning, coaching, feedback,

planning and evaluation of practices structures," was validated through the following interview

questions: *"What type of ways are instructional leaders supported by the district in building coaching skills?" "In what types of ways are instructional leaders assessed on progress made?"* Instructional leaders responded by saying,

> I think that the work that our district has done this year and last year with the model of training our ILTs has really increased our capacity as instructional leaders. So if you had any principals that were more administrative than instructional, this model that we've been using with Bonnie McGrath for the last two years has really built up my skills. Why? Because it's not just a focus on best practices that we're bringing back to our sites. It's also a focus on how are we going to bring it back to our staff, how are we going to implement it and get buy-in from our teachers and roll it out. And it's beautiful because it's being rolled out at every single school the exact same way (Interviewee #1).

Another leader shared, "Like my executive director comes out, we walk classrooms and gives me feedback for the staff and asks me questions about things that are happening and I provide him with information about what I'm doing and what I'm working on, and he coaches me so to speak. So he asks me questions, pushes back, gives feedback, and asks what's going to happen next time, what' the action plan?" (Interviewee #2) Executive Directors operate with care and empathy as they support principals in their aspirations for their school site, however, they also ensure that the most prevalently in need student group remains a focus and is always a part of the agenda.

The third assumed cultural setting organizational influence, "the district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies," was validated through analyzing the District's LCAP and the following interview questions, *"In what ways does the District prioritize the use of the OCDE Project GLAD® model in meeting the needs of English*

Learners?" One instructional leader said, "The district provided, they hired, two GLAD resource teachers to support our language learners or emergent bilinguals with providing supports to teachers at schools across the district in different GLAD strategies that support the common core curriculum and the use of the GLAD strategies" (Interviewee #2). In having two dedicated District trainers, instructional leaders such as the following, shared how more targeted supports became possible, "This year the district selected our school to work with Project GLAD at a deeper level and so we have brought them in to do extensive training with the teachers during collaboration time" (Interviewee #1). "The data, the numbers itself as well as, I will say, I mean the Executive Directors and District Level Language Acquisition Team, knowing historically that our school has had some difficulties with academic performance with our ELs. There was that discrepancy and that achievement gap that was continuing to occur. And so that was one of the things that got us GLAD. And so I think I received just a ton of support from the district in this level" (Interviewee #4).

CSESD organizational infrastructure is the image they portray in their LCAP, a commitment to diversity, every child, and the stories, cultures and experiences they bring.

Synthesis of Results and Findings for Organizational Influences

The results and findings from the various sources of data showed that four of the five assumed influences were validated. The validated influences are illustrated in Table 25.

Table 25

Summary of Assumed Organizational Influences Validated

Category	Assumed Influences	Validated	New Influences
Cultural Model	The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students.	√	
Cultural Setting	The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs.	√	
Cultural Setting	The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.	√	
Cultural Setting	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.	√	

Even for the most knowledgeable, skillful and motivated individuals, inadequate processes and materials within an organization can prevent the achievement of performance goals (Clark & Estes, 2008). Triangulation of interview findings and document analysis in this study revealed that instructional leaders agree, the need for the District to have a culture of shared responsibility in meeting the needs of emergent bilingual students, and thus have a system of support, or infrastructure is required in closing the achievement gap. Within the structures of support, an intentional cycle of professional learning is needed, of which OCDE Project GLAD® is made a priority in meeting the needs of emergent bilingual students. Engaging in various accountability streams lays the precedence of meeting the needs of emergent bilingual students and closing the achievement gap as a priority. Not needing to develop and cultivate an asset-based mindset regarding meeting the needs of emergent bilingual students may be a reflection of

this already being a cultivated cultural model, and instructional leaders needing to model this

with their own teachers is a reflection of the on-going nature of it being a district expectation.

Conclusion

The findings presented in this chapter suggest that knowledge and skills, motivation, and

organizational influences assumed of instructional leaders are overwhelmingly evident as assets

in this small sampling of instructional leaders. The literature review in Chapter 2 provided the

landscape of research to apply into the context of instructional leadership and emergent bilingual

student populations. An instructional leader has the capacity and the responsibility to cultivate

and refine their knowledge and skills, motivation, and organizational influences so that the

pursuit of closing the achievement gap for emergent bilingual students is made possible. In

evaluating this stakeholder population, what has been made evident are what knowledge and

skills, motivation, and organizational influences are most needed to create the needed

instructional change in the classroom for emergent bilingual students. The interactions and

systems that are integrated into the school setting, and are used in working with teachers on

instructional implementation, must be explicit and intentional in meeting the needs of emergent

bilingual students. The knowledge, motivation and organizational influences the instructional

leader employs creates the difference. The use of the OCDE Project GLAD® model holds

weight as a structure to utilize in transforming practice. In implementing the model, students can

gain access to highly qualified teachers who engage in culturally and linguistically sustaining

practices, closing the opportunity and achievement gap. Table 26, represents the knowledge and

skills, motivation and organizational influences that responded to the research questions of this

study.

Table 26

Research Questions aligned to KMO Assets of CSESD

Research Questions	KMO Validated Influences
What knowledge and skills, and motivational factors of CSESD instructional leaders is related to andragogy, professional learning, coaching, feedback, planning and evaluation in best meeting the needs of emergent bilingual students?	Instructional leaders need to know the different topologies of emergent bilingual students. (Conceptual Knowledge)
	Instructional leaders need to comprehend concepts of andragogy to be able to provide effective professional learning, coaching, feedback, planning and evaluation. (Conceptual Knowledge)
	Instructional leaders need to believe they are capable of effectively providing professional learning, coaching, feedback and evaluation of practice with teachers. (Self-Efficacy Motivation)
	Instructional leaders need to believe they can engage in teacher buy-in methods in support of instructional shifts. (Self-Efficacy Motivation)
	Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs. (Self-Efficacy Motivation)
What knowledge and skills and motivational factors do instructional leaders use in supporting teacher implementation of the OCDE Project GLAD® model in meeting the needs of emergent bilingual students?	Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students. (Conceptual Knowledge)
	Instructional leaders need to know about professional learning communities. (Conceptual Knowledge)
	Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles and the steps within them. (Conceptual Knowledge)
	Instructional leaders need to know how to implement the OCDE Project GLAD® model and measure progress, developing timelines and criteria. (Procedural Knowledge)

Table 26, continued

Research Questions	KMO Validated Influences
What knowledge and skills and motivational factors do instructional leaders use in supporting teacher implementation of the OCDE Project GLAD® model in meeting the needs of emergent bilingual students?	Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness. (Procedural Knowledge)
	Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model. (Procedural Knowledge)
	Instructional leaders need to believe they are capable of effectively supporting the implementation of the OCDE Project GLAD® model in increasing the achievement of emergent bilingual students. (Self-Efficacy Motivation)
	Instructional leaders need to believe they can ask for help and employ experts to support in instructional implementation (Self-Efficacy Motivation)
	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps. (Utility Value Motivation)
What is the interaction between the District (organization) and instructional leaders in the implementation of best practices for emergent bilingual students?	The District needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students. (Cultural Model)
	The District needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual student needs. (Cultural Model)
	The District needs to develop a plan for instructional training on professional learning, coaching, feedback, planning and evaluation of practices. (Cultural Setting)
	The District needs to set an explicit priority of utilizing the OCDE Project GLAD® model for emergent bilingual students. (Cultural Setting)

In analyzing the research questions posed and the results and findings of the study, one could understand the principal's role in leading instructional shifts for emergent bilingual education. This study sought to better understand the knowledge and skills, motivation, and organizational influences of the instructional leader in closing the achievement gap for EB students to high quality instruction and educators. Evidenced through this study, are the influences that matter, those to which are at the root of ensuring the trajectory changes for this student body through the leadership of the principal.

Chapter 5 will examine ways to scale the identified practices through recommendations, implementation plans and an evaluation and will further unpack the research questions that led this study. Chapter 5 will explicitly seek to answer research question 4, *What recommendations in the areas of knowledge, motivation, and organizational resources may be appropriate for closing the opportunity and achievement gaps for emergent bilingual students at another organization?*

CHAPTER FIVE: RECOMMENDATIONS, IMPLEMENTATION, AND EVALUATION

The Clark and Estes (2008) Gap Analysis model was used to evaluate instructional leadership's role in providing access to emergent bilingual (EB) students to highly qualified practioners that utilize culturally and linguistically responsive and sustaining practices. In evaluating the knowledge, skills, motivations and organizational influences, one could better understand how to support in the closing of the achievement and opportunity gap. This analysis identified and then validated assumed knowledge and skills, motivation, and organizational influences possessed by instructional leaders within CSESD that enables them to attain their organizational goals. These assumed influences were initially identified based on the research surrounding best practices (pedagogy) for EB students and the andragogical skills that instructional leaders employ to support teachers in their classroom practices. The KMO assumed influences were evaluated as assets, gaps or inconclusive through a qualitative research design that utilized both interviews and document analysis.

Chapter 5 will explore the key validated influences that reveal what instructional leaders must possess regarding KMO to close the achievement and opportunity gap for EB students. Chapter 5 will focus on responding to research question four, "*What recommendations in the areas of knowledge, motivation, and organizational resources may be appropriate for closing the opportunity and achievement gaps for emergent bilingual students at another organization*?" This chapter is divided into four main sections. The first main section will recap the organizational context and mission, organizational performance goals, a description of the stakeholder group, the goal of the stakeholder group, and the purpose of the project and the research questions posed. The second main section provides recommendations based on the validated KMO influences, followed by section three, which provides an integrated

implementation and evaluation plan. The work of Kirkpatrick and Kirkpatrick's (2006) Four

Levels of Evaluation was used in assessing and creating the plans. This section will be

compartmentalized by: Level 4- Results, Level 3-Behaviors, Level 2- Learning, and Level 1-

Reaction. The fourth main section discusses the strengths and weaknesses of the gap analysis

model and KMO framework, the limitations and delimitations of the study, future research to

consider and the conclusion.

Goal of the Stakeholder Group for the Study

It is imperative to the mission and organizational goal of CSESD that instructional

leaders have the knowledge, skills and motivation to support in instructional leadership to

transform classroom practice for EB students, using tenants of andragogy. In understanding the

OCDE Project GLAD® model, instructional leaders can intentionally engage within professional

learning communities and instructional cycles to focus on meeting the needs of EB students. The

following principal's goal will help in meeting the organizational goal stated above: Principals

will increase best practices related to andragogy, supporting teacher implementation of the

OCDE Project GLAD® model for EB students by 5% annually. Using professional learning

communities, professional learning cycles and concepts of continuous improvement, principals

will aim to increase intentional implementation of quality instruction by prepared and qualified

teachers.

Purpose of the Project and Questions

The purpose of this study was to investigate and evaluate the KMO influences associated

with instructional leaders' performance related to bridging the achievement and opportunity gap

for EB students, via supporting teachers in enhancing instructional practices. The questions

guiding this evaluation study were the following:

1. What are the knowledge, skills and motivational influences of CSESD instructional leaders related to andragogy, professional learning, coaching, feedback, and planning in best meeting the needs of emergent bilingual students?

2. What knowledge, skills and motivational influences do instructional leaders use in supporting teacher implementation of the OCDE Project GLAD® model in meeting the needs of their emergent bilingual students?

3. What is the interaction between the district (organization) and instructional leaders in the implementation of best practices for emergent bilingual students?

4. What recommendations in the areas of knowledge, motivation, and organizational resources may be appropriate for closing the opportunity and achievement gaps for emergent bilingual students at another organization?

Findings

The findings of this study revealed knowledge and skill, motivation and organizational influences that instructional leaders need in order to support teacher implementation of targeted instruction for EB students, closing the achievement and opportunity gap, but also supporting the attainment of both the stakeholder performance goals and organizational goals. Through interviews and document analysis, it was found that principals, operating as instructional leaders, need to know the different typologies of EB students and how to refine instructional services to differentiate instruction and ensure access to the core curriculum. Additionally, principals need to understand the OCDE Project GLAD® model and its strategies, operating as a framework to enhance implementation of instructional practices that were specifically designed to meet the needs of EB students. Declarative and procedural knowledge of the model for EB students brings greater clarity for a principal in knowing what instruction should look like and how to best

support teachers by using tenants of andragogy to increase implementation of these best

practices. The tenants of andragogy provide instructional leaders with the procedural knowledge

of how to navigate adult learning to optimize their performance, and understand how to better

motivate teachers to employ best practices. Using incentives of increased planning time and

positive affirmations increases motivation and the likelihood that teachers will sustain buy-in and

perseverance. Also, ensuring that principals build relevancy of the model as aligned to other

initiatives, content areas and student populations' needs supports teachers in feeling as if their

work is interconnected and not requiring additional work. Principals' declarative and procedural

knowledge of professional learning communities, continuous improvement and professional

learning cycles was another finding that was validated. These structures provide principals with

the systems to more greatly ensure sustainability in changes of instructional shifts. The built in

coaching, mentoring and reflective practices also further motivates teachers to continue in their

actions, to persevere through the errors and to build efficacy. Without the organizational

influences of cultural settings and models that CSESD employs, there is a high possibility that

instructional leaders would not have built their own school systems of support to engage in with

their teachers, given that for many principals, they have mimicked the structures that the district

employs with them in instructional leadership teams. Though having an asset-based mindset was

inconclusive as an influence, given the way in which principals spoke to the visibility of the

district setting EB students as a priority, and the vigor behind the policies they set regarding this

population, eludes to the possibility that this mindset has already been cultivated within the

district. Critical reflection however does not appear to be scaled across the district, with some

principals sharing that there is still work to be done by teachers in confronting their belief

systems regarding EB students. This eludes to a disconnect between the values and motivations

of the school district and a variance with teacher beliefs on the urgency or relevancy of focusing

on EB students. These findings have propelled the crafting of the recommendations that will be

discussed in the next sections.

Recommendations for Practice to Address KMO Influences

When responding to Research Question 4, "*What recommendations in the areas of*

knowledge, motivation, and organizational resources may be appropriate for closing the

opportunity and achievement gaps for emergent bilingual students at another organization?" I

will utilize the findings and results from studying CSESD to provide recommendations. Upon

engaging in a KMO analysis of instructional leaders within this organization, instructional

leaders were determined to have 18 assumed influences validated. These validated influences

reflect both the organizations capacity and the instructional leaders' capacity to employ best

practices in closing the achievement gap for EB students.   View Table 27 for a full summary of

all validated assumed influences.

Table 27

Summary of Assumed Knowledge, Motivation and Organizational Influences Validated

Knowledge	Motivation	Organization
Instructional leaders need to know the different typologies of emergent bilingual students.	Instructional leaders need to believe they can affect instructional change in teachers.	The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students.
Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	Instructional leaders need to believe that they can ask for help and employ experts to support in instructional implementation.	The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs.
Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences.	Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts.	The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.
Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data).	Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs.	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.
Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles as the steps within them.	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps.	
Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback.		

Table 27, continued

Knowledge	Motivation	Organization
Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness.		
Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model.		

Knowledge Recommendations

The results of the study show that eight assumed influences were validated, one was not. The knowledge influences in Table 27 represents the complete list of assumed knowledge influences based on an analysis of how instructional leaders demonstrated achieving the organizational goals during interviews and document analysis and supported by the literature review. Clark and Estes (2008), suggests that declarative (or conceptual) knowledge about a topic is foundational to applying the concept in a procedural manner, as is the case with engaging in the implementation of the OCDE Project GLAD® in best meeting the needs of emergent bilingual students. Table 28 reflects assumed influences, prioritized for achieving the stakeholders' goals. Table 28 also shows the recommendations for influences based on theoretical principles.

Table 28

Summary of Knowledge Influences and Recommendations

Assumed Knowledge Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
Instructional leaders need to know the different typologies of emergent bilingual students. (C)	V	Y	Procedural knowledge builds upon the conceptual knowledge of categories, principles, theories, structures and generalizations (Krathwohl, 2002).	Develop a cross-walk on the various EL typologies and how the OCDE Project GLAD® model can support each typology, specifically which strategies and for what purpose. The organization can develop a cross-walk on the alignment of the ELD standards and how the OCDE Project GLAD® strategies support with both integrated and designated ELD.
Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students. (C)	V	Y	Creating schemata helps learners to organize conceptual knowledge into new domains (Schraw, Veldt, & Olafson, 2009).	Provide a job aid that includes a clearly structured chart of the different Component Areas of the OCDE Project GLAD® model and the various strategies, the research base and purpose of the strategy.
Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences. (C)	V	Y	Procedural knowledge increases when conceptual knowledge required to perform the skill is available or known (Clark et al., 2008).	Provide a job aid that details the tenants of andragogy and explains how adult learners learn best.

Table 28, continued

Assumed Knowledge Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data). (C)	V	Y	Procedural knowledge increases when conceptual knowledge required to perform the skill is available or known (Clark et al., 2008).	Provide a job aid that details professional learning communities (PLC) and how to align PLC's to meeting the needs of emergent bilingual students.
Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles and the steps within them. (C)	V	Y	Acquiring skills for expertise frequently begins with learning conceptual knowledge about individual procedural steps (Clark et al., 2008) Learning is highly dependent on "goal-directed practice" and "targeted feedback" (Ambrose, 2010).	Provide a job aid that visually represents the cycles of improvement and implementation. Provide professional learning on the steps of implementation.
Instructional leaders need to know how to implement the OCDE Project GLAD® model, using modeling, time for practice, coaching, mentoring, reflection and feedback. (P)	V	Y	Learning is highly dependent on "goal-directed practice" and "targeted feedback" (Ambrose, 2010).	Provide a job aid that includes steps to implementation with time frames of expected practice.

Table 28, continued

Assumed Knowledge Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness. (P)	V	Y	Mastery requires component skills and the ability to integrate them successfully. Transfer, which supports implementation, does not happen easily or automatically. It is important to "teach for transfer" (Ambrose, 2010).	Provide an organizational model of how to replicate professional learning communities from the District level, mimicked at the site level. Provide professional learning on PLCs.
Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model. (P)	V	Y	Learning is highly dependent on "goal-directed practice" and "targeted feedback" (Ambrose, 2010).	Provide professional learning on continuous improvement. Develop a learning cycle based on student data. Provide a job aid that includes the steps to implement with time frames of expected practice.
Instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students. (M)	N	Y	Instructional leaders engage in a variety of processes to monitor and control their learning (Ambrose, 2010). Performance levels increase and completion times decrease with increased self-regulation skills (Clark & Estes, 2008).	Provide professional learning in which partners practice engaging in critical reflective practices though participating in cultural proficiency training and critical race theory training.

Conceptual knowledge solutions. Chapter 4 findings suggests that instructional leaders

closing the achievement and opportunity gaps for EB students have knowledge and skills around

EL typologies and the implications of classroom learning, tenants of andragogy, professional

learning communities, continuous improvement and the OCDE Project GLAD® model. Acquiring skills for expertise frequently begins with learning conceptual knowledge about individual procedural steps (Clark et al., 2008). Creating schemata helps learners to organize conceptual knowledge into new domains, thus, providing job aids that define and classify concepts of EL typologies, tenants of andragogy and how adult learners learn best, how professional learning communities are designed, the flow of professional learning cycles, and defining the OCDE Project GLAD® model with corresponding research-based strategies sets the foundation for applications and procedures to commence (Schraw, Veldt, & Olafson, 2009). The district providing professional learning to instructional leaders on these concepts and component skills, creates common knowledge and expectations, and a platform to measure impact systematically upon concepts being implemented.

Procedural knowledge solutions. Procedural knowledge builds upon the conceptual knowledge of categories, principles, theories, structures and generalizations (Krathwohl, 2002). The district, using a replicable structure, would have a system of gathering all principals together, potentially through instructional leadership teams. This same structure could then be employed by principals with their teachers. This replicable and consistent structure would provide the space for continuous improvement practices to exist, such as professional learning cycles. Embedded into these structures are mentoring, coaching and feedback loops, creating opportunities for principals and teachers to refine their practices and ensure that quality instruction is occurring. Learning is highly dependent on goal-directed practice and targeted feedback (Ambrose, 2010). Brain research (Wolfe, 2001) reflects that chunking largely conceptual and complex information into smaller "bites" provides a greater internalization of the materials learned. This concept can also be applied to the implementation of new practices. The

OCDE Project GLAD® model is a highly complex conceptual framework of teaching and learning strategies that amplify instructional opportunities for emergent bilingual students. Implementing the model in phases, where over a year's time, strategies are sequenced and built over time, can enhance intentionality of the strategies being used and for specific learning outcomes. Research (Saldana, 2014) has also shown that it takes three years for intentional and deliberate practice of models, strategies or practices to transfer from novice practice to expert practice. Providing job aides that imbed visuals with timelines for implementation of professional learning cycles and how to meaningfully chunk the strategies found within OCDE Project GLAD® will increase efficiency of implementation of best practices in meeting the needs of EB students. Adjoining these job aides articulating implementation phases would be corresponding rubrics for observation and self-reflection on progress, measuring from emerging implementation to advance implementation. Mastery requires component skills and the ability to integrate them successfully. Transfer, which supports implementation, does not happen easily or automatically. It is important to teach for transfer; possible within this district mentorship system and use of job aides on implementation (Ambrose, 2010).

Metacognitive knowledge solutions. Performance levels increase and completion times decrease with increased self-regulation skills (Clark et al., 2008). One such skill is critical reflection. Instructional leaders that engage in a variety of processes to monitor and control their learning through critical reflection enhance performance levels, or implementation of best practices (Ambrose, 2010) for the most marginalized and underserved populations. Providing professional learning in which partners practice engaging in reflective practices though coaching techniques would further develop metacognitive awareness and a focus on continuous improvement. Though reflective practices surfaced as important to the practices of continuous

improvement within one's instructional practices, critical reflective practices did not surface as a validated behavior. Critical reflection would engage participants in deeply analyzing their own belief systems, mindsets, biases, the choices made and determine whether their actions are indeed meeting the needs of the populations one is actually intending to support. Considering that the EB student population has been historically marginalized and underserved, engaging in meaningful practices to close the gap of practices would be supportive in attending to the needs of this population. Engaging in professional learning on topics of cultural proficiency and critical race theory (Delgado, R. & Stefancic, J., 2013) could be avenues to support in the bridging of better unearthing the reasons why certain practices are or are not in place for EB students.

Motivation Recommendations

The motivation influences in Table 29 represent the complete list of assumed motivation influences based on the analysis of instructional leaders' demonstration of the motivational influences that best achieved the stakeholders' goal during interviews and document analysis, supported by the literature review and the review of motivation theory. Five assumed motivation influences were validated within the study. Clark and Estes (2008) suggest that there are three motivational "indexes" that come into play in a work environment- choice, persistence and mental effort. Choice is the difference between intention and actively pursuing a goal. Persistence is continuing to pursue a goal in face of distractions, avoiding less important goals and remaining resolute in one's pursuit. Whereas, mental effort is how much mental effort one might invest in achieving the goal after having chosen the goal and persisting at it in spite of distractions. "Mental effort is determined, in large measure, by our confidence" [or self-efficacy] (Clark et al., 2008, p. 81). The study affirms that instructional leaders that close the

achievement and opportunity gap choose, persist, and invest mental effort to provide professional

learning, modeling, practice, reflection, feedback, coaching and mentoring to teachers to provide

best instruction for emergent bilingual students. Table 29 shows the recommendations for these

influences based on theoretical principles.

Table 29

Summary of Motivation Influences and Recommendations

Assumed Knowledge Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
Instructional leaders need to believe they can affect instructional change in teachers. (SE)	V	Y	Effective observational learning is achieved by first organizing and rehearsing modeled behaviors, then enacting it overtly (Ambrose, 2010). Self-efficacy is increased as individuals succeed in a task (Bandura, 1997).	Provide professional learning in which an instructor models how to observe a teacher implementing OCDE Project GLAD®, then provides feedback, and then measures progress; increasing implementation.
Instructional leaders need to believe that they can ask for help and employ experts to support in instructional implementation. (SE)	V	Y	Individuals who do not perceive any support in their environment "tend to be hopeless" (Ambrose, 2010).	Provide opportunities for instructional leaders and the District mentor to assess current school capacity and brainstorm additional expertise.
Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts. (SE)	V	Y	Giving people more control over how they do their job increases their feelings of personal effectiveness (Clark et al., 2008).	Provide widely recognized and respected peer models during professional learning to demonstrate the positive public impact resulting from careful planning and monitoring; and within the established timeframes.

Table 29, continued

Assumed Knowledge Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs. (SE)	V	Y	To improve motivation, your goal must be to indirectly influence people's understanding of the impressions they create on others, about their own ability to do a job, and their beliefs about the personal or group benefits of work (Clark et al., 2008).	Provide a job aid that outlines different methods of increasing teacher implementation and practice via time, and minimizes extraneous role responsibilities.
Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps. (UV)	V	Y	Individuals are more likely to engage in an activity when it provides value to them (Eccles, 2009).	Provide widely recognized and respected peer models during professional learning to demonstrate the positive public impact resulting from careful planning and monitoring; and within the established timeframes.

Self-efficacy solutions. Self-efficacy increases within instructional leaders as the

develop the belief that they (as instructional leaders) can affect instructional change, can engage

in teacher buy-in methods, can eliminate teacher barriers, incentivize, and ask for help (Bandura,

1997). "Those who lack confidence tend not to invest much mental effort in a task" (Clark &

Estes, 2008, p. 81) and therefore is imperative instructional leaders build this belief. Engaging

with peer models that first organize and rehearse modeled behaviors of effective observational

protocols, and model how to provide feedback to teachers and ways to measure progress will

increase instructional leaders' self-efficacy and the potential for enacting those behaviors

(Ambrose, 2010). Developing collective efficacy with district personnel and principal

instructional leadership teams will support efficacy development. These structures give

instructional leaders a plan and more control over how they engage in their position, increasing

feelings of personal effectiveness (Clark & Estes, 2008). This allows instructional leaders to then build the skill sets in engaging in teacher buy-in methods and incentivizing for an increase in quality instructional practices for emergent bilingual students. Lastly, individuals who do not perceive any support in their environment tend to be hopeless (Ambrose, 2010). Providing opportunities for instructional leaders and the district mentor to assess current school capacity and brainstorm additional expertise when instructional leaders are seeking expert help, could bridge the gap in leaders confidently asking for help.

Utility value solutions. Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps. Individuals are more likely to engage in an activity when it provides value to them (Eccles, 2009). One way to do so, is by providing widely recognized and respected peer models during professional learning to demonstrate the positive public impact resulting from careful planning and monitoring; and within the established timeframes. Engaging in this practice will shift the degree to which the task is perceived as useful within the context of one's own goals, or that of the organization. If the instructional leaders value OCDE Project GLAD® and believe they can master it, they are more likely to use different strategies, try harder, and persist until the goal has been met (Dembo & Seli, 2016).

Organization Recommendations

The organization influence in Table 30 represents the complete list of assumed organization influences, investigated through interviews and document analysis of instructional leaders focused on attaining the stakeholder's goal. Four assumed organizational influences were validated through the study, representing that organizations that have a culture of shared

responsibility regarding emergent bilingual students, has an infrastructure of support for

instructional leaders, has a plan for instructional leadership and prioritizes the implementation of

the OCDE Project GLAD® model closes the achievement and opportunity gap for emergent

bilingual students. One assumed influence was not validated as a current practice in meeting the

organizational goal but is pertinent to work associated to meeting the needs of EB students and

will be explored below.

Clark and Estes (2008) suggest that organization and stakeholder goals are often not

achieved due to a lack of resources, most often time and money, and stakeholder goals that are

not aligned with the organization's mission and goals. Rueda (2011) describes organizational

culture through cultural models and cultural settings. Cultural models are "the shared mental

schemas or normative understandings of how the world works, or ought to work" (Rueda, 2011,

p. 55), whereas cultural settings can be considered as the visible aspects of an organization's

culture (Rueda, 2011). Organizations positioned for sustainable performance improvement

understand their organization's cultural models and settings and thus, why they need to improve

their work processes. Table 30 also shows the recommendations for these influences based on

theoretical principles.

Table 30

Summary of Organization Influences and Recommendations

Assumed Organization Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
The district needs to cultivate a culture of asset-based mindsets regarding emergent bilingual students so that instructional leaders can better support teachers in meeting their complex needs (CM).	N	Y		Engage in professional learning that attends to cultural proficiency and growth mindset.
The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students. (CM)	V	Y	Job satisfaction increases when all organization stakeholders agree on culture, mission, goals, and resources required to achieve goals (Clark & Estes, 2008).	Cultivate a culture of participation with all stakeholders in achieving organization goals by encouraging feedback and communication by all stakeholders. Engage in quarterly meetings where this is discussed.
The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs. (CS)	V	Y	Organizational performance increases when processes and resources are aligned with goals established collaboratively (Clark & Estes, 2008).	Executive Directors provide professional learning on emergent bilinguals, infrastructures to enhance instructional practices, on-site mentorship and accountability with site instructional leaders.

Table 30, continued

Assumed Organization Influence	Asset Yes, No (V, N)	Priority Yes, No (Y, N)	Principle and Citation	Context-Specific Recommendation
The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures. (CS)	V	Y	Organizational performance increases when processes and resources are aligned with goals established collaboratively (Clark & Estes, 2008).	Executive Directors develop cohorts of principals, instructional leadership teams (ILT), that they meet with monthly.
The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies. (CS)	V	Y	Organizational performance increases when top management is continually involved in the improvement process (Clark & Estes, 2008).	Site level instructional leaders develop professional learning cycles that utilize OCDE Project GLAD® strategies, incorporating in the following procedures: Practice Experience, Learning from Action, and Learning Mediated Through Context.

Cultural models. Job satisfaction increases when all organization stakeholders agree on culture, mission, goals, and resources required to achieve goals (Clark & Estes, 2008). Furthermore, Clark and Estes (2008) shares that "the key elements for successful change are found in connection between a compelling vision, a sound business process to reach that goal, clear work goals accompanied by effective work procedures, and motivational support for everyone" (Clark & Estes, 2008, p. 27). Thus, the district needs to have a culture of shared responsibility in attending to the needs of EB students. To do so, would require the district developing an infrastructure of support that prioritizes EB students via organizational meetings. They must cultivate a culture of participation with all stakeholders in achieving organization goals by encouraging feedback and communication by all stakeholders. A part of developing a

vision where all students are represented and attended to, followed by shared responsibility in

attending to all students' needs, would require that a collective mindset of an asset-based

perspective of EB students would need to exist. Though this assumed influence was not

validated as an influence that supports the organizational goal by the instructional leaders, in

analyzing the visibility of this belief system within the district's public documents and policies,

one could attest that this practice is needed in meeting the needs of EB students and may already

be a cultivated mindset by the majority and did not surface in the interviews and document

analysis. Therefore, the cultivation of this asset-based mindset regarding EB students would be

necessary so that an organization and its instructional leaders could impact EB students, made

possible by professional learning on cultural proficiency and growth mindset training.

Cultural settings. Organizational performance increases when processes and resources

are aligned with goals established collaboratively, a component of cultural settings (Clark &

Estes, 2008). In this alignment, the district would be more equipped to develop an infrastructure

of support that creates new norms of practice for instructional leaders that focuses on EB

students' learning needs. Additionally, the district would develop a plan for instructional

leadership training on professional learning, coaching, feedback, planning and evaluation of

practices structures. The recommendation would include Executive Directors of the district

providing professional learning on emergent bilingual students, infrastructures to enhance

instructional practices, on-site mentorship and accountability with site instructional leaders.

Also, Executive Directors would develop cohorts of principals and instructional leadership teams

(ILT), that would meet monthly. Lastly, organizational performance increases when top

management is continually involved in the improvement process (Clark & Estes, 2008). As a

part of that instructional practices improvement process, would be the district setting an explicit

priority of utilizing OCDE Project GLAD® strategies. This would be accomplished by site level

instructional leaders developing professional learning cycles that utilize OCDE Project GLAD®

strategies, incorporating in the following procedures: Practice Experience, Learning from Action,

and Learning Mediated Through Context. Incorporating into professional learning cycles would

be an approach that district personnel would capture within the district-wide LCAP, formalizing

the priority and meeting the needs of the emergent bilingual populations. This articulation

within the LCAP, a public document, would signify to the community the importance of EB

students' needs and the efforts being taken by the district to ensure that principals have the

supports and accountabilities in place to support teachers. Furthermore, that teachers not only

have the content knowledge to engage with this population, but have the skills to engage in

continuous improvement practices to consistently refine their practices. These additions to

public documents would provide the visible messaging that it is a priority to ensure that high

quality teachers and principals are being utilized to support the needs of EB students.

Key Implementation Action Steps

Strategies to Implement

Based on the above outlined organizational goal, and the assumed influences articulated

in Tables 28, 29 and 30, three strategies to support attaining the Organizational Goal and the

larger national issue of closing the achievement gap for EB students in their access to high

quality principals and teachers that utilize effective practices are: (a) districts can develop an

infrastructure of support that prioritizes EB students, (b) site level instructional leaders can

develop an infrastructure of support using the tenants of andragogy, and (d) develop across the

organization, a deep understanding of EL typologies' needs and how the OCDE Project GLAD®

model can support. Table 31 further outlines the solutions' three recommended strategies.

Table 31

Strategy Descriptions

Strategy	Individuals Involved	Infrastructure
Districts can develop an infrastructure of support that prioritizes emergent bilingual students	Cabinet and/or Superintendent District Executive Directors (or equivalent)	Hiring practices reflect an emphasis on hiring instructional leaders and teachers that understand the needs of emergent bilingual students. District positions emphasize the importance of instruction and learning. Executive Directors develop cohorts of principals, instructional leadership teams (ILT), that they meet with monthly. Executive Directors provide professional learning on emergent bilinguals, infrastructures to enhance instructional practices, on-site mentorship and accountability with site instructional leaders.
Site level instructional leaders can develop an infrastructure of support using the tenants of andragogy to enhance best practices for emergent bilingual students.	Site level instructional leaders (Assistant Principals and Principals)	Site level instructional leaders develop professional learning communities focused on student learning, specifically emphasizing emergent bilingual student growth. Site level instructional leaders develop professional learning cycles that utilize OCDE Project GLAD® strategies, incorporating in the following procedures: Practice Experience, Learning from Action, and Learning Mediated Through Context. Site instructional leaders make each phase of the cycle explicit of how to implement the OCDE Project GLAD® over time.

Table 31, continued

Strategy	Individuals Involved	Infrastructure
Develop across the organization, a deep understanding of EL typologies' needs and how the OCDE Project GLAD® model can support	Cabinet and/or Superintendent District Personnel Instructional Leaders Teachers	The organization can develop a cross-walk on the various EL typologies and how the OCDE Project GLAD® model can support each typology, specifically which strategies and for what purpose. The organization can develop a cross-walk on the alignment of the ELD standards and how the OCDE Project GLAD® strategies support with both integrated and designated ELD. The organization can develop a cross-walk on the alignment between ELPAC tasks and how the OCDE Project GLAD® strategies can support in enhancing instruction to meet these tasks.

With many of the above practices already in motion, execution of the proposed solutions should operationalize quickly. Immediate attention through three years of implementation has been determined based on the current organizational environment, resources, experience of teachers and instructional leaders.

Strategy Implementation Steps

The first step in considering action steps to implement these three strategies to attend to closing the achievement gap for emergent bilingual students, is taking inventory of the knowledge and skills, motivations, and organizational influences aligned to each strategy. See Table 32 for an alignment and articulation of strategies to influences.

Table 32

Alignment of Proposed Strategy Solutions and K, M, O Influences

Strategy	Knowledge	Motivation	Organization
Districts can develop an infrastructure of support that prioritizes emergent bilingual students			The district needs to have a culture of shared responsibility in attending to the needs of emergent bilingual students. The district needs to develop an infrastructure of support that creates new norms of practice for instructional leaders that focuses on emergent bilingual students' learning needs. The district needs to develop a plan for instructional leadership training on professional learning, coaching, feedback, planning and evaluation of practices structures.
Site level instructional leaders can develop an infrastructure of support using the tenants of andragogy to enhance best practices for emergent bilingual students.	Instructional leaders need to comprehend concepts of andragogy (involvement in planning and evaluation, bridging life experiences, respect, relevancy-oriented, and problem-oriented) to be able to provide effective professional learning experiences. Instructional leaders need to know about professional learning communities (focus on learning, collaboration, and results-data).	Instructional leaders need to believe they can affect instructional change in teachers. Instructional leaders need to believe that they can ask for help and employ experts to support in instructional implementation.	

Table 32, continued

Strategy	Knowledge	Motivation	Organization
	Instructional leaders need to know concepts of continuous improvement, such as professional learning cycles as the steps within them. Instructional leaders need to know how to develop and foster professional learning communities to support instructional responsiveness. Instructional leaders need to know how to develop and utilize a professional learning cycle as an avenue for on-going implementation of the OCDE Project GLAD® model. Instructional leaders need critical reflective practices to pose questions regarding meeting the needs of emergent bilingual students.	Instructional leaders need to believe that they can engage in teacher buy-in methods in support of instructional shifts. Instructional leaders need to believe they can eliminate teacher barriers and incentivize prioritizing emergent bilingual student needs.	
Develop across the organization, a deep understanding of EL typologies' needs and how the OCDE Project GLAD® model can support	Instructional leaders need to know the different typologies of emergent bilingual students. Instructional leaders need to understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	Instructional leaders need to see the value of teachers implementing the OCDE Project GLAD® strategies for language development as a method of addressing the prevalent opportunity and achievement gaps.	The district needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.

In review of Table 32, there is confirmation of the district and instructional leaders'

capacity to attain the desired goals.

Key Performance Indicators of Successful Policy Implementation

      Key performance indicators (KPIs) of successful policy implementation related to closing

the achievement gap for EB students and attaining the organizational goal is noted in Table 33.

These KPIs begin to outline potential solutions to accomplish the attainment of the

organizational goal and support in the development of an integrated implementation plan.

Table 33

Proposed Solutions, Action Steps, Timelines and Key Performance Indicators

Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
Strategy 1: District Develops an Infrastructure of Support	1. Investigate one's values and biases concerning emergent bilingual students.	Hiring an outside provider may be necessary. Engaging in professional learning through cultural proficiency or critical race theory. The cost of an outside consultant may be a resource requirement.	On-going	**KPI:** District personnel know where they are in their continuum of building their cultural proficiencies and their biases. **KPI:** District personnel have critical reflective practices to support them in continued growth. **KPI:** District personnel can lead others in critically reflective practices. **Constraint:** Engaging in these practices requires vulnerability and time. The provider would need to be highly skilled in working through these processes. The District would need the patience and funds to invest in this over time.

Table 33, continued

Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	2. Develop shared responsibility, reflected in District publications of LCAP, Vision, Mission and Values	Superintendent would take the lead on this initiative and assign a staff member to support in publication alignment. Time to build meaning of what is stated as a District and community would be necessary.	Immediate	**KPI**: Messaging on District publications shows depth of commitment to emergent bilingual students and continued efforts being engaged in
	3. Develop hiring practices in which high quality Principals and Teachers knowledgeable of meeting the needs of emergent bilingual students are hired	Cabinet, and the Superintendent, would continue to lead this effort. This protocol is already in motion; no additional time should be needed. Creating a common vision of what is expected of applicants.	In progress	**KPI:** Highly qualified Instructional leaders and classroom practioners that understand how to meet the needs of emergent bilingual students would be hired **Constraint**: Board alignment with hiring practices.
	4. Create a Mentorship Network between the District and Site Instructional Leaders	The Superintendent would lead this effort, executed by Executive Directors. This structure is already in place and should require minimal resources to maintain. Yet, refined work on ensuring that all Executive Directors have an expert knowledge base of emergent bilingual students may need to occur.	In progress	**KPI:** Emergent bilingual students are on every Network agenda **KPI**: Mentors and instructional leaders have instructional conversations about how various EL Typologies' need are being met

Table 33, continued

Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
Strategy 2: Instructional Leaders Develop an Infrastructure of Support	1. Redefine and develop professional learning communities	Instructional leaders lead this effort. Given the concept of PLC's are in place, little time should bee needed in refining the lens. No expected funds should be needed.	1 year	**KPI**: Teachers should be talking more intentionally on student learning of emergent bilingual students **KPI:** Refined classroom practices reflecting the needs of emergent bilingual students
	2. Refine professional learning cycles to more specifically align to tenants of andragogy	District personnel would need to support in added knowledge surrounding andragogy. Instructional leaders lead this effort at the site level. Given the concept of PLC's are in place, incorporating practice experience, learning from action, and learning mediated through context should take little time to implement. No expected funds should be needed.	1 year	**KPI:** Teachers should feel more confident in executing OCDE Project GLAD® strategies **KPI:** Teachers should be able to more deliberately employ OCDE Project GLAD® strategies **Constraint**: Given many instructional leaders are not aware of the tenants of andragogy, time may take longer than expected to bridge additional learning.

Table 33, continued

Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	3. Implement phases of implementation of the OCDE Project GLAD® model into the professional learning cycle	The instructional leader would be responsible for incorporating the phases into the professional learning series. Each phase would take approximately one year to implement, in which instructional leaders would need the support of the District to build depth of understanding of each phase.	3 years	**KPI:** Teachers could articulate why they were using the strategies in meeting the needs of emergent bilingual students. **KPI:** Teachers would gain confidence in best instructions for emergent bilingual students. **KPI:** Instructional leaders would know what to look for and how to better provide feedback to teachers.
Strategy 3: EL typology needs and OCDE Project GLAD® alignment	1. Develops and utilizes a cross-walk between EL typologies and the OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection, and instructional leaders use intentionally for instruction.	1 year to develop. Year 2 implement.	**KPI:** Instructional leaders would better know how to support the various typologies of ELs **KPI:** Teachers would more intentionally utilize strategies in bests meeting the various typologies

Table 33, continued

Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	2. Develops and utilizes a cross-walk between the ELD standards and the OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection, and instructional leaders use intentionally for instruction.	1 year to develop. Same year to implement.	**KPI**: Instructional leaders would better provide feedback on integrated and designated ELD instruction **KPI**: Teachers would intentionally deliver integrated and designated ELD instruction **KPI:** Students would achieve higher scores on SBAC and ELPAC
	3. Develop and utilizes a cross-walk between the ELPAC performance tasks and OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection, and instructional leaders use intentionally for instruction.	1 year to develop. Same year to implement.	**KPI:** Students would be better prepared to take the ELPAC **KPI:** Students would obtain greater proficiency in listening, speaking, reading & writing **KPI:** More students would be ready to reclassify

Integrated Implementation and Evaluation Plan

Utilizing the above strategy solutions, this section will examine these strategies as

components of an integrated implementation and evaluation plan.

Implementation and Evaluation Framework

The model that informed this implementation and evaluation plan is Kirkpatrick and

Kirkpatrick's (2006) Four Level Model of Evaluation. The model suggests that evaluation plans

start with identifying the organizational goal. The four levels represent a sequence in evaluating

programs and professional learning. "Each level is important and has an impact on the next

level" (Kirkpatrick & Kirkpatrick, 2006, p.21). As one moves from one level of evaluation to the next, the process becomes more difficult and time-consuming, with no levels being bypassed. The four levels are:

Level 1- Reaction

Level 2- Learning

Level 3- Behavior

Level 4- Results

In evaluating these four levels, one considers the degree to which the desired results or organizational goal is attained. In backwards planning, organizational leaders can analyze the findings, establish recommendations, and bridge the recommended solutions with the organizational goals. Using the four levels powers connections between the immediate solutions and the more macro goals (Kirkpatrick & Kirkpatrick, 2006) of closing the achievement gap for EB students.

To begin, the organizational goal is examined in relation to the KMO influences analyzed through the research study.

Organizational Purpose, Need and Expectations

The mission of CSESD is to ignite every child's imagination and passion (CVESD, 2017). To sustain their vision that, "every child is an individual of great worth," they are committed to providing each student with the learning environment and supports they need to be successful (CVESD, 2017, p. 27). Both location (close to the Mexico border) and the diverse student population that reside within this San Diego District requires special attention on the emergent bilingual (EB) population, classified English Learners constituting 35% of their student population. The organizational goals outlined in their LCAP in support of their EB population

shared: (a) students will engage in relevant learning experiences in ELD that integrate critical thinking skills, collaboration and creativity and (b) students will increase (language) proficiency as measured by ELPAC and SBAC (CSESD, 2017). Furthermore, principals and teachers will provide the needed supports to increase EB students' English proficiency, as measured on the ELPAC, from 67% to 70%, growing by 5% annually through 2020. Reclassification rates of EB students will increase from 21% to 23%, growing by 10% annually through 2020. These organizational goals will be accomplished through the following identified actions: Training resource teachers, administrators and instructional leadership teams in the ELA/ELD Framework, ELD Standards and ELPAC, including best practices in curriculum and instruction. The use of the OCDE Project GLAD® model has been identified as one professional learning structure in meeting the high impact strategies to support language development needs.

Table 34 articulates the organizational goals and the stakeholder goals that will seek to attain the overarching organizational goal defined. Based on the findings of this study, instructional leaders have the capacity to fulfill their stakeholder goal and support in realizing the organizational goal. The recommendations provided provides a plan for other organizations and instructional leaders to consider in fulfilling similar organizational performance goals. CSESD's organizational goals, aligns with the greater problem of practice of closing the achievement and opportunity gaps for EB students by ensuring high quality culturally and linguistically sustaining teaching and learning.

Table 34

Organizational Mission, Goal and Stakeholder Performance Goals (revisited)

Organizational Mission
Costa Sur Elementary School District's mission is to nurture every child's imagination, intellect, and sense of inquiry.

Organizational Performance Goal
By June 2018, CSESD, Administrators and Teachers will provide the needed supports to increase emergent bilingual students' English proficiency, as measured on the ELPAC, from 67% to 70%, growing by 5% annually through 2020. Reclassification rates of emergent bilingual students will increase from 21% to 23%, growing by 10% annually through 2020.

CSESD's Goal	Administrator's Goal	Teacher's Goal
Sustain a vision and mission that embraces diversity and creates pathways for districts to increase opportunities for emergent bilinguals.	Administrators will increase best practices related to andragogy, supporting teacher implementation of the OCDE Project GLAD® model for emergent bilingual students by 5% growth of implementation annually.	55% of teachers at the 20 identified schools will implement research-based instructional practices, OCDE Project GLAD®, across all content areas by 2018.

Level 4: Results and Leading Indicators

Table 35 shows the proposed Level 4: Results and Leading Indicators in the form of

outcomes, metrics and methods for both external and internal outcomes for instructional leaders

in CSESD. If the internal outcomes are met as expected as a result of training and organizational

support for instructional leaders' performance in applying tenants of andragogy, professional

learning communities, professional learning cycles (modeling, practice, coaching, mentoring,

reflecting, planning and assessing), then the external and internal outcomes should also be

realized.

Table 35

External Outcomes, Metrics and Indicators

External Outcomes				
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
Strategy 1: District Develops an Infrastructure of Support	1. Investigate one's values and biases concerning emergent bilingual students.	Hiring an outside provider may be necessary. Engaging in professional learning through cultural proficiency or critical race theory. The cost of an outside consultant may be a resource requirement.	On-going	**KPI:** District personnel know where they are in their continuum of building their cultural proficiencies and their biases. **KPI:** District personnel have critical reflective practices to support them in continued growth. **KPI:** District personnel can lead others in critically reflective practices. **Constraint:** Engaging in these practices requires vulnerability and time. The provider would need to be highly skilled in working through these processes. The District would need the patience and funds to invest in this over time.

Table 35, continued

		External Outcomes		
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	2. Develop shared responsibility, reflected in District publications of LCAP, Vision, Mission and Values	Superintendent would take the lead on this initiative and assign a staff member to support in publication alignment. Time to build meaning of what is stated as a District and community would be necessary.	Immediate	**KPI**: Messaging on District publications shows depth of commitment to emergent bilingual students and continued efforts being engaged in
	3. Develop hiring practices in which high quality Principals and Teachers knowledgeable of meeting the needs of emergent bilingual students are hired	Cabinet, and the Superintendent, would continue to lead this effort. This protocol is already in motion; no additional time should be needed. Creating a common vision of what is expected of applicants.	In progress	**KPI:** Highly qualified Instructional leaders and classroom practioners that understand how to meet the needs of emergent bilingual students would be hired **Constraint**: Board alignment with hiring practices.

Table 35, continued

		External Outcomes		
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	4. Create a Mentorship Network between the District and Site Instructional Leaders	The Superintendent would lead this effort, executed by Executive Directors. This structure is already in place and should require minimal resources to maintain. Yet, refined work on ensuring that all Executive Directors have an expert knowledge base of emergent bilingual students may need to occur.	In progress	**KPI:** Emergent bilingual students are on every Network agenda **KPI**: Mentors and instructional leaders have instructional conversations about how various EL Typologies' need are being met
Strategy 3: EL typology needs and OCDE Project GLAD® alignment	1. Develops and utilizes a cross-walk between EL typologies and the OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection.	1 year to develop. Year 2 implement.	**KPI:** Instructional leaders would better know how to support the various typologies of ELs **KPI:** Teachers would more intentionally utilize strategies in bests meeting the various typologies

Table 35, continued

		External Outcomes		
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	2. Develops and utilizes a cross-walk between the ELD standards and the OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection.	1 year to develop. Same year to implement.	**KPI:** Instructional leaders would better provide feedback on integrated and designated ELD instruction **KPI:** Teachers would intentionally deliver integrated and designated ELD instruction **KPI:** Students would achieve higher scores on SBAC and ELPAC
	3. Develop and utilizes a cross-walk between the ELPAC performance tasks and OCDE Project GLAD® strategies	District trainers would oversee the cross-walk development, whereas mentors would engage in critical reflection, and instructional leaders use intentionally for instruction.	1 year to develop. Same year to implement.	**KPI:** Students would be better prepared to take the ELPAC **KPI:** Students would obtain greater proficiency in listening, speaking, reading & writing **KPI:** More students would be ready to reclassify

Table 36

Internal Outcomes, Metrics and Indicators

Internal Outcomes				
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
Strategy 2: Instructional Leaders Develop an Infrastructure of Support	1. Redefine and develop professional learning communities	Instructional leaders lead this effort. Given the concept of PLC's are in place, little time should be needed in refining the lens. No expected funds should be needed.	1 year	**KPI**: Teachers should be talking more intentionally on student learning of emergent bilingual students **KPI:** Refined classroom practices reflecting the needs of emergent bilingual students
	2. Refine professional learning cycles to more specifically align to tenants of andragogy	Instructional leaders lead this effort at the site level. Given the concept of PLC's are in place, incorporating practice experience, learning from action, and learning mediated through context should take little time to implement. No expected funds should be needed.	1 year	**KPI:** Teachers should feel more confident in executing OCDE Project GLAD® strategies **KPI:** Teachers should be able to more deliberately employ OCDE Project GLAD® strategies **Constraint**: Given many instructional leaders are not aware of the tenants of andragogy, time may take longer than expected to bridge additional learning.

Table 36, continued

Internal Outcomes				
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	3. Implement phases of implementation of the OCDE Project GLAD® model into the professional learning cycle	The instructional leader would be responsible for incorporating the phases into the professional learning series. Each phase would take approximately one year to implement, in which instructional leaders would need the support of the District to build depth of understanding of each phase.	3 years	**KPI:** Teachers could articulate why they were using the strategies in meeting the needs of emergent bilingual students. **KPI:** Teachers would gain confidence in best instructions for emergent bilingual students. **KPI:** Instructional leaders would know what to look for and how to better provide feedback to teachers.
Strategy 3: EL typology needs and OCDE Project GLAD® alignment	1. Develops and utilizes a cross-walk between EL typologies and the OCDE Project GLAD® strategies	Instructional leaders use intentionally for instruction.	1 year to develop. Year 2 implement.	**KPI:** Instructional leaders would better know how to support the various typologies of ELs **KPI:** Teachers would more intentionally utilize strategies in bests meeting the various typologies
	2. Develops and utilizes a cross-walk between the ELD standards and the OCDE Project GLAD® strategies	Instructional leaders use intentionally for instruction.	1 year to develop. Same year to implement.	**KPI**: Instructional leaders would better provide feedback on integrated and designated ELD instruction **KPI**: Teachers would intentionally deliver integrated and designated ELD instruction **KPI:** Students would achieve higher scores on SBAC and ELPAC

Table 36, continued

		Internal Outcomes		
Proposed Solution(s)	Action Steps	Building Capacity & Resource Requirements	Timeline	Indicators, Measures & Constraints
	3. Develop and utilizes a cross-walk between the ELPAC performance tasks and OCDE Project GLAD® strategies	Instructional leaders use intentionally for instruction.	1 year to develop. Same year to implement.	**KPI:** Students would be better prepared to take the ELPAC **KPI:** Students would obtain greater proficiency in listening, speaking, reading & writing **KPI:** More students would be ready to reclassify

Level 3: Behavior

    Critical behaviors. Using the tenants of andragogy to enhance best practices for EB students, instructional leaders refine their current practices of professional learning communities and professional learning cycles to increase implementation OCDE Project GLAD®. The overarching critical behavior is that site level instructional leaders develop an infrastructure of support using the tenants of andragogy to enhance best practices for EB students. The first critical behavior is that instructional leaders will develop professional learning communities focused on student learning, specifically emphasizing EB student growth. Aligning DuFour's three big ideas of professional learning communities to meeting the needs of EB students will support in progress towards the organizational goal. See Appendix E for professional learning communities aligned to emergent bilingual students' needs. The second critical behavior is that site level instructional leaders develop professional learning cycles that utilize OCDE Project GLAD® strategies, incorporating in the following procedures: Learning from Experience, Learning from Reflective Action, and Learning Mediated Through Context. Instructional leaders would need to understand how adults learn, so that implementation practices during professional

learning cycles could be enhanced. The incorporations of these practices deepen the

intentionality, uproots belief systems of oneself and student learning and develops common

understandings within a community. These shifts, though apparently subtle, may require

extensive time to engage in deep practice. Appendix F, How Adults Learn, outlines the various

shifts and behaviors that could enhance the process articulated between training, "safe practice,"

"opening for peer observations and practice," and "Monitor. Measure. Modify," as stated by

interviewees of their current professional learning cycle. The third critical behavior is site

instructional leaders making each phase of the cycle explicit of how to implement the OCDE

Project GLAD® over time. See Appendix G, OCDE Project GLAD® One Year

Implementation, for details. The specific metrics, methods, and timing for each of these outcome

behaviors appears in Table 37.

Table 37

Critical Behaviors, Metrics, Methods, and Timing

Critical Behaviors	Metrics	Methods	Timing
1. Instructional leaders develop professional learning communities (PLC) focused on student learning, specifically emphasizing emergent bilingual student growth.	1a. The frequency of teachers talking more intentionally about student learning of emergent bilingual students	1a. The instructional leadership team (ILT) member will enforce the pre-determined agenda that has the revolving topic of ELs.	1a. Will be implemented upon the beginning of the new school year. Thereafter – monthly, at PLC or "collaboration" time.
	1b. The number of OCDE Project GLADR® strategies used at an "advanced" level increases.	1b. ILT will schedule "safe practice" and "observation" of the implementation of the model. Using scheduled walkthroughs, growth of strategies will be monitored, following the implementation plan.	1b. ILT report to Instructional Leader - monthly.

Table 37, continued

Critical Behaviors	Metrics	Methods	Timing
2. Instructional leaders develop professional learning cycles that utilize OCDE Project GLAD® strategies, incorporating in the following procedures: Learning from Experience; Learning from Action; and Learning Mediated through Context.	2a. Teachers confidence in executing OCDE Project GLAD® strategies increases.	2a. Instructional leaders engage in reflective conversations throughout "safe practice" and "peer observations" on learnings from implementation.	2a. Professional learning cycles begin within the first month of school starting and last 6-8 weeks in duration.
	2b. Teachers lesson plans show deliberate use of OCDE Project GLAD® strategies to meet content and language objectives.	2b. Collective teacher efficacy would be evident during "collaboration" time/PLC in which teachers' are designing lesson plans.	2b. ILT report to Instructional Leader - monthly. 1 year for lessons to be designed with greater intentionality.
3. Instructional leaders make each phase of the cycle explicit of how to implement the OCDE Project GLAD® model over time.	3a. Teachers could articulate why they were using the strategies in meeting the needs of emergent bilingual students.	3a. Instructional leaders would monitor the implementation of OCDE Project GLAD® strategies using a refined professional learning cycle with phases of OCDE Project GLAD® Implementation.	3a. Professional learning cycles begin within the first month of school starting and last 6-8 weeks in duration. Would take up to 3 years for proficient and high implementation to occur.
	3b. Observational protocols- Instructional leaders would know what to look for and how to better provide feedback to teachers.	3b. Instructional leaders would use a rubric to see progress from novice implementation (or emergent) to mastery (or advance) of OCDE Project GLAD®.	3b. Rubrics used in conjunction with professional learning cycles. Beginning use within the first month of school starting. Would take up to 3 years for proficient and high implementation to occur.

Required drivers. Instructional leaders would require the support of district personnel to reinforce what they learn in training and encourage them to apply what they have learned to engaging in professional learning communities, professional learning cycles, coaching, mentoring, reflection, planning and monitoring. District personnel would need to support in deepening understanding of the tenants of andragogy and narrowing elements of the professional learning cycle to incorporate phases of OCDE Project GLAD® implementation. Table 38 shows the recommended drivers to support critical behaviors of instructional leaders.

Table 38

Required Drivers to Support Instructional Leaders' Critical Behaviors

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3
Reinforcing Job Aid with a cross-walk on the various EL typologies and how the OCDE Project GLAD® model can support each typology, specifically which strategies and for what purpose.	Ongoing	1
Job Aid with a cross-walk on the alignment of the ELD standards and how the OCDE Project GLAD® strategies support with both integrated and designated ELD.	Ongoing	1
Job Aid that includes a clearly structured chart of the different Component Areas of the OCDE Project GLAD® model and the various strategies, the research base and purpose of the strategy.	Ongoing	2, 3
Job Aid that details the tenants of andragogy and explains how adult learners learn best.	Ongoing	2
Job Aid that details professional learning communities (PLC) and how to align PLC's to meeting the needs of emergent bilingual students.	Ongoing	1
Job Aid that visually represents the cycles of improvement and implementation.	Ongoing	2, 3
Job Aid that includes steps to implementation with time frames of expected practice.	6-8 weeks of implementation	3

Table 38, continued

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3
Reinforcing		
Provide an organizational model of how to replicate professional learning communities from the District level, mimicked at the site level. Provide professional learning on PLCs.	Beginning of year	1
Provide professional learning on continuous improvement. Develop a learning cycle based on student data. Provide a job aid that includes the steps to implement with time frames of expected practice.	Quarterly	1, 2
Professional learning provided, in which an instructor models how to observe a teacher implementing OCDE Project GLAD®, then provides feedback, and then measures progress; increasing implementation.	Quarterly	2
Job Aid that outlines different methods of increasing teacher implementation and practice over time and minimizes extraneous role responsibilities.	Ongoing	1, 2, 3
Develop an infrastructure of support that prioritizes emergent bilingual students via organizational meetings.	Monthly	1, 2, 3
Encouraging		
Provide professional learning in which partners practice engaging in reflective practices though coaching techniques.	Monthly	1, 2, 3
Provide opportunities for instructional leaders and the District mentor to assess current school capacity and brainstorm additional expertise.	Monthly	1, 2, 3
Cultivate a culture of participation with all stakeholders in achieving organization goals by encouraging feedback and communication by all stakeholders.	Ongoing	1, 2, 3
Executive Directors provide professional learning on emergent bilinguals, infrastructures to enhance instructional practices, on-site mentorship and accountability with site instructional leaders.	Monthly	1, 2, 3

Table 38, continued

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3
Rewarding Provide widely recognized and respected peer models during professional learning to demonstrate the positive public impact resulting from careful planning and monitoring; and within the established timeframes.	Monthly	1, 2, 3

Monitoring. Three strategies could be used to ensure that the required drivers occur: (a) the district can use Principal's Instructional Leadership Team monthly meetings to share success stories; (b) two months after training, the district can ask instructional leaders to self-report their confidence and self-efficacy in job-related tasks; and (c) district mentors can assess the performance of instructional leaders through the monthly mentorship meetings at school sites. Frequent checks can help the organization monitor progress and make adjustments if results do not align with expected roll-out times.

Level 2: Learning

Learning goals. Following the completion of the recommended solutions, instructional leaders will be able to:

1.   Understand EL typologies and what types of services and strategies best meet their needs, (C)

2. Recognize the details of the OCDE Project GLAD® model's strategies and how they apply to emergent bilingual student populations, (C)

3.   Understand, apply and monitor OCDE Project GLAD® within integrated and designated ELD settings, (P)

4. Apply the tenants of andragogy and strengthen professional learning communities and professional learning cycles, (P)

5. Refine professional learning communities to focus on instruction and learning that best meets the needs of emergent bilingual students, (P)

6. Refine professional learning cycles to incorporate tenants of andragogy and increase teacher efficacy in meeting the needs of emergent bilingual students, (P)

7. Incorporate phases of OCDE Project GLAD® into professional learning cycles to increase best practices for emergent bilingual students, (P)

8. Value the intentional use of the OCDE Project GLAD® model as an avenue to close the opportunity and achievement gap for emergent bilingual students (V).

Program. The learning goals listed in the previous section will be achieved with a training program that explores in-depth the legal, moral and ethical imperatives in meeting the needs of EB students. The learners, instructional leaders, will study a broad range of topics pertaining to second language acquisition, EL typologies, andragogy, professional learning communities, continuous improvement, professional learning cycles, measuring impact and the OCDE Project GLAD® model's role in closing the opportunity and achievement gap for EB students. The program is blended, consisting of three online asynchronous modules of 120 minutes (2 hours) each and one face-to-face leadership ensemble workshop that is 420 minutes, or two face-face leadership ensemble workshops that run 210 minutes each (7 hours). The total time for completion is 540 minutes (9 hours).

During the asynchronous online modules, learners will be provided job aids with key terms and references regarding EL typologies, policies and regulations, tenants of andragogy, Component Areas of OCDE Project GLAD®, as well as flow charts representing professional learning cycles and phases of implementation. The job aids will be demonstrated on video using authentic applications and relevant scenarios, key terms will be defined and examples and non-

examples of effective practices for EB students will be shared. Videos will be paused and prompts or reflections will surface, for learners to think critically of their understanding. Additionally, learners will be expected to accumulate evidence of practice using the various job aids and submit deliverables, in which feedback will be provided through the online platform.

During the synchronous in person session(s), the focus will be on applying what instructional leaders have learned through the asynchronous online courses, analyzing their educational institutes data, creating an implementation plan using professional learning communities and continuous improvement cycles. Developing metrics of impacts on how they will assess higher implementation of teachers' use of the OCDE Project GLAD® strategies in bridging the identified gaps of data for their EB students, to then report back to the instructors at the National Training Center.

Components of learning. Demonstrating conceptual knowledge is often necessary as a precursor to applying the knowledge to solve problems. It is important to evaluate learning for both conceptual and procedural knowledge being taught. It is also important that learners, instructional leaders, see the value in engaging in the training as a prerequisite to using their newly learned knowledge and skills in their work capacities. It is also important that learners see the value in completing the entirety of the training. Additionally, learners (instructional leaders) also must be efficacious that they can succeed in applying their developed knowledge and skills from the training and are committed to using the learning in their work to improve the instructional quality for all students, but vital for emergent bilingual students. Table 39 lists the evaluation methods and timings for these components of learning.

Table 39

Components of Learning for the Program

Methods or Activities	Timing
Declarative Knowledge "I know it."	
Knowledge checks on how adults need to be involved in the planning and evaluation of their instruction using case studies.	In the asynchronous portions of the course after case studies are read.
Knowledge checks through discussions, "pair, think, share" and other individual/group activities on the value of using adult experiences for the basis of learning.	Periodically during the asynchronous portions of the course in person workshop and documented via observation notes.
Knowledge checks via short answer prompts via chat feature on how adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.	Periodically during asynchronous portions of the course.
Knowledge checks by having learners teach their classmates about how adult learning is problem-centered rather than content-oriented.	After each course is complete.
Knowledge checks through learners explaining their thinking behind the deliverables that they bring back from one course to the next.	After each course is complete.
Procedural Skills "I can do it right now."	
During the asynchronous portions of the course using scenarios, instructional leaders will provide examples of agendas where increased planning time was provided for teachers and how to optimize meetings days for planning.	In the asynchronous portions of the course at the end of each module/lesson/unit
Demonstration in groups and individually of using the job aids to successfully perform the skills of incorporating the tenants of andragogy.	Periodically during asynchronous portions of the course; but after the first course.
Quality of the feedback from peers during group sharing regarding professional learning cycles created and structures for professional learning communities.	During the leadership ensemble.
Retrospective pre- and post-test assessment survey asking participants about their level of proficiency before and after the training in using implementation plans.	During the leadership ensemble.

Table 39, continued

Methods or Activities	Timing
Attitude "I believe this is worthwhile."	
Instructor's observation of participants' statements and actions demonstrating that they see the benefit of meeting the needs of emergent bilingual students.	During the leadership ensemble.
Discussions of the value of what they are being asked to do regarding developing implementation plans.	During the leadership ensemble.
Instructor's observations of participant's quality of deliverables or completion rate of assignments.	Throughout the online courses and leadership ensemble.
Retrospective pre- and post-test assessment item.	After the course.
Confidence "I think I can do it on the job."	
Survey items using scaled items	Following each module/lesson/unit in the asynchronous portions of the course.
Discussions following practice and feedback.	During the workshop.
Retrospective pre- and post-test assessment item.	After the course.
Commitment "I will do it on the job."	
Discussions following practice and feedback.	During the workshop.
Create an individual action plan.	During the workshop.
Retrospective pre- and post-test assessment item.	After the course.

Level 1: Reaction

Kirkpatrick and Kirkpatrick (2006), shares that evaluating a participant's reaction measures the degree of customer satisfaction. Though this may be the most surface level of evaluations, it is often vital for the continuation of the program success. It is important to get a positive reaction and in addition, that participants react favorably. When participants are happy and enthusiastic, the motivation to learn is peaked. "Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of learning occurring" (Kirkpatrick

& Kirkpatrick, 2006, p. 22). Table 40 articulates the components to measure reactions to the

program stated above.

Table 40

Components to Measure Reactions to the Program

Methods or Tools	Timing
Engagement	
Data analytics in the learning management system.	Ongoing during asynchronous portion of the course.
Completion of online modules/lessons/units.	Ongoing during asynchronous portion of the course.
Observation by instructor/facilitator.	During the leadership ensemble.
Attendance.	During the leadership ensemble.
Course evaluation.	Two weeks after the course.
Relevance	
Brief pulse-check with participants via survey (online) and discussion (ongoing).	After every module/lesson/unit and the workshop.
Course evaluation.	Two weeks after the course.
Customer Satisfaction	
Brief pulse-check with participants via survey (online) and discussion (ongoing).	After every module/lesson/unit and the leadership ensemble.
Course evaluation.	Two weeks after the course.

Immediately following the program implementation. During the asynchronous

portion of the course, the online module platform will collect data on who participates, when

they started, for what duration of time, if assignments were completed and the completion of the

modules by the participants. These data points will be used as engagement indicators of the

instructional leaders. Their overall satisfaction with the content and delivery of the online course

will also be evaluated. Throughout the course, knowledge checks will be activated as well,

either through multiple choice questions, short answers, or survey. Additionally, through the

online platform, surveys after each module will be administered and collected, assessing the

relevance of the material and application to their job performance in meeting the needs of

emergent bilingual students. Their overall satisfaction with the content and delivery of the online

course will also be evaluated. Throughout the course, knowledge checks will be activated as

well, either through multiple choice questions, short answers, or survey.

For Level 1 evaluation, during the in-person Leadership Ensemble (training), the

instructor will conduct periodic brief check ins by asking the participants how they feel about the

content on a scale of 1-4, or the relevance they are seeing to their work. Additionally,

participants "Exit Slip" for the day would be to provide a "Got" and "Want"- something they

"got" from the day, and something they still "want" for on-going support. Level 2 evaluation

during the Leadership Ensemble will include checks for understanding of the content via partner

and group sharing, and other learning partnership configurations where participants are asked to

make meaning of text, or artifact and negotiate for meaning within their small group.

Additionally, instructional leaders will be asked to finalize their implementation plans based on

the data they had been analyzing and the learning that was gleaned from the asynchronous

sessions. Level 3 evaluation will occur within this context by having the participants engage in

actually practicing the knowledge and skills they learned about in previous learning settings.

Working with a small group of peers, instructional leaders will practice the content, skills, and

behaviors associated to the learnings. In turn, each peer group member, will also be providing

feedback, exhibiting Level 1, Level 2 and Level 3 forms of evaluation.

Exhibit E displays a table in which to assess how professional learning communities can

be aligned to meeting the needs of EB students, determining what learning is necessary for

instructional leaders to employ. Exhibit F represents a matrix that delineates how adults learn,

operating as a reflective tool to determine what behaviors are needed in engaging in the tenants

of andragogy to support adult learners in making instructional shifts. Exhibit H provides a

reaction evaluation to the online program provided, while Exhibit I is a reaction evaluation for

the Leadership Ensemble Training. These resources will support in continuous improvement and

in best meeting the needs of EB students.

Delayed for a period after the program implementation. Approximately four weeks

after the training, 12 weeks and then 24 weeks after training, instructors will administer surveys

containing open and scaled items using the Qualtrics platform. Measured will be participant's

perspective, satisfaction and relevance of the training (Level 1), confidence and value of

applying their training (Level 2), application of the training and extent of how implementation

plans (including tenants of andragogy, professional learning communities and continuous

improvement cycles) have progressed (Level 3), and to what degree have emergent bilingual

students increased in language proficiency, content understanding and experienced the closing of

the achievement gap (Level 4). Requesting examples or evidence from the participants and how

they measured this progress.

Data Analysis and Reporting

The Level 4 Goal of "results" in closing the opportunity and achievement gaps may be

measured through using the following metrics. Instructional leaders, having determined a

school-wide or grade-level wide goal of what aspect of emergent bilingual student growth would

be measured, would have developed a professional learning cycle to reflect the need. Thereafter,

teachers would conduct a pre and post assessment of emergent bilingual students of progress

over time. Using a Dashboard, data could be represented by growth of the area identified.

Attributing the intentional use of the identified OCDE Project GLAD® strategies of having been

employed to support the particular goal. Instructional leaders may choose specific language

domains (listening, speaking, reading or writing) to integrate OCDE Project GLAD® strategies

to support, then utilizing a state-wide standardized language assessment (i.e. CA ELPAC) as the

method of reporting results. Similarly, having identified areas of skill development, writing,

reading, or oral language production, the continuous improvement cycle would incorporate

strategies specific to meeting that goal, and then might use local or state-wide assessment to

report.

Limitations and Delimitations

Limitations included in this study are the nature of self-reporting and time constraints.

Given that individuals will be self-reporting on their own knowledge and skills, motivational and

organizational influences within the interviews holds limitations in responses, as they may not be

accounting for their own biases and could either inflate or devalue their experiences.

Furthermore, the time limitations in collecting and analyzing data (three months) constrained

options in designing the study utilizing additional stakeholder groups such as District leaders and

teachers or engaging in other data collection methods that would require more time to both

schedule and execute, such as observations.

Delimitations are the choices, boundaries and parameters that I have set for this study,

including the data collection methods, the chosen stakeholder group to analyze, and the sampling

criteria. One delimitation that proved quite problematic was the stakeholder criteria of having

three years or more experience as an administrator/instructional leader. Given this particular

District recently had a retirement initiative ensure, many veteran administrators left the District

months prior to the study. Locating instructional leaders that were identified as the group to be

implementing the OCDE Project GLAD® model with this criterion was not feasible, nor was it

to also locate an instructional leader that had three or more years implementing the OCDE

Project GLAD® model. Furthermore, the contexts in which these incorporated solutions transfer

to other educational agencies could vary because of the infrastructures of those institutions.

Future Research

Engaging in this study reveals the complexity of (a) the role of an instructional leader in

navigating leadership and the demands of overseeing a school, focused on instructional

leadership, and (b) the on-going efforts in ensuring that the nation's largest growing nation is

prepared to support the on-going changing needs of EB students. This study but began to

explore the ways in which we can better support EB students. Future research could investigate

the relationships parents in building a child's academic and linguistic repertoire. With newer

policy centered on parent engagement, the role of the parent in today's education system needs

further analysis in building systems of support. Yet, as these various factors align, the

organization, educational system and the role of continuous improvement in our schools in

language development has largely gone unattended. In understanding the deep rooted

marginalized practices of the system, one might be able to unravel the web and continue bridging

the divide between the have and have nots.

Based on the findings, future research on administrative preparation programs and the

methods of preparing leaders for the complexity of growing diverse classrooms is an area of

further analysis. Investigating how the concepts and applications of andragogy are interwoven

into the curriculum, and how then principals become instructional leaders that advocate and build

systems for the marginalized. Additionally, how night this work then transfer into better teacher

pre-service preparation programs.

In better understanding the impact of the OCDE Project GLAD® model on EB students, a comparative analysis between non-implementers and implementers could be conducted, using implementation practices gleaned from this study. In considering the growing population of EB students within the nation, the possibilities for future research are endless.

Furthermore, based on the findings, additional analysis in different types of programs, such as Dual Immersion and the instructional leader's, would also respond to the wonderings of EL typologies and the promotion of biliteracy. An analysis on how the global context attends to their multiliterate society's to better understand options for the U.S. efforts in embracing multiliteracy would need to be explored. Considerable potential in analyzing how global educational agencies attends to multiliteracy, language policy, standards development, curriculum, program development, implementation practices and organizational infrastructures to support implementation would contribute highly to obtain a more comprehensive lens as to how language supports are being attended to globally. In understanding the global context, we can better understand how best to prepare instructional leaders, teachers and students for an ever changing learning environment and economy.

Conclusion

This evaluation study aimed to understand the principal's roles in leading instructional shifts for emergent bilingual education. What surfaced in this study, was the urgency and the intention that we as a society must broach this topic. With such growing classified and non-classified populations of emergent bilingual students, our society and economy is ill-prepared for our youth to not have the linguistic, cultural perspectives and empathy for other cultures and experiences that it will need. In the growth of globalization and technological disruptions, the

need for humanity and understanding is ever-present, language is a bridge to understanding of oneself and others.

The role of the principal to lead and guide their adult and youth learners cannot be understated. In better understanding the knowledge and skills, motivations, and organizational influences that are required to lead will support in creating foundational considerations when best meeting the needs of diverse learners. This work is valuable across the nation and would argue internationally.

As this work continues to evolve, and more is understood regarding language acquisition, second language acquisition, cognition, and learning, the work too will need to evolve. Understanding one another is at heart of all this work, whether it's linguistic assets, typologies, or andragogy, these concepts requires the people to bridge existing gaps. Our humanity is the disruption that is needed to resolve the inequities we see within our educational systems, making the learning process reflective of all students' needs, and vital for emergent bilingual students.

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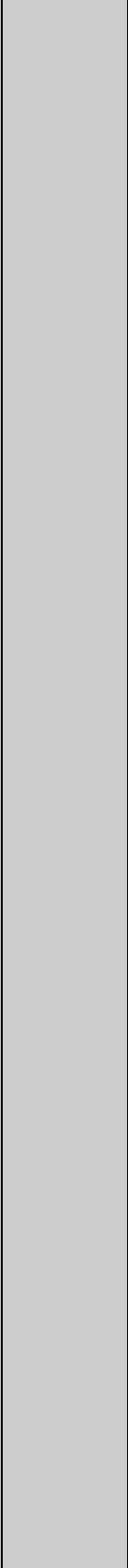
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APPENDIX A

Interview and Document Analysis

Assumed Knowledge Influence	Knowledge Type	Knowledge Influence Assessment	Learning Solution Principle	Proposed Solution
Instructional leaders know the different typologies of emergent bilingual students.	Declarative Knowledge (Conceptual)	*Interview 1:* How would you describe your English Learner population? *Interview 1:* What types of English Learners do you have within Costa Sur? *Artifact:* Review District 2017-2020 LCAP for English Learner Data. *Artifact:* Review Costa Sur Elementary School District's (CSESD) English Language Proficiency Assessment for California (ELPAC) scores for emergent bilingual students' proficiency levels. *Interview 2:* How has your English Learner population changed over time in Chula Vista? *Interview 2:* Explain how the LCAP and has supported your understanding of your emergent English Learner's demographics and needs. *Interview 2:* Explain how the ELPAC and has supported your understanding of your English Learner student's demographics and needs.		
Instructional leaders understand the OCDE Project GLAD® model and strategies for meeting the needs of emergent bilingual students.	Declarative Knowledge (Conceptual)	*Interview 1:* How would you describe the connection between the OCDE Project GLAD® model and English Learners? *Interview 1:* What do you know of the components of the OCDE Project GLAD® model and how it engages in culturally responsive teaching and learning, if at all? *Artifact:* Review handouts or PowerPoints used in training.		
Instructional leaders have an	Declarative Knowledge	*Interview 2:* Share how these materials were used within your training?		

| Administrative Credential and know how to engage in andragogy through professional learning, coaching, planning and evaluation of teachers. | (Conceptual) | *Interview 1:* How has the learning connected to your Administrative Credential supported you in best meeting the needs of your teacher's instructional practices, if at all?

Interview 1: How might your Administrative Credential have supported you in developing the skills to evaluate instructional programs and teacher's practices in meeting the needs of English Learners?

Interview 1: How do you provide professional learning opportunities? Draw upon a recent experience if applicable.

Interview 1: What are the elements of effective coaching?

Artifact: Analyze a pre-assessment provided to teachers regarding OCDE Project GLAD®.

Interview 2: How did you conduct a pre-assessment, if at all? | | |
| Instructional leaders know how to support teachers in enacting best practices (like the OCDE Project GLAD® model) and reflecting on when to use what strategies and for what purposes, adjusting for language scaffolding. | Procedural Knowledge | *Interview 2:* How do you intend to use this data?

Interview 1: What steps have you taken in the implementation of the OCDE Project GLAD® strategies, if any?

Interview 1: What coaching protocols do you utilize in implementation processes?

Artifact: Identify frequency in training calendars for OCDE Project GLAD® training and coaching.

Artifact: Review an observational protocol used during instructional rounds.

Artifact: Review PowerPoints and handouts from professional learning cycle or coaching.

Interview 2: How do you go about scheduling trainings? | | |

Instructional leaders know how to reflect on the effectiveness of OCDE Project GLAD® implementation and are able to adjust their implementation strategies as necessary.	Metacognitive Knowledge	*Interview 2:* How do you share data from observational protocols. *Interview 2:* Tell me about how these PowerPoints were created? *Interview 1:* What processes do you engage in to support your own reflection, if any? *Interview 1:* What steps do you take in reflecting about coaching? *Interview 1:* What have been strengths of the implementation process? *Interview 1:* What have been weaknesses of the implementation process? *Artifact:* Identify patterns found within Reflection form/guide. *Interview 2:* Explain x more from your reflection.		

Motivation Construct	Assumed Motivation Influence	Motivation Influence Assessment	Motivational Solution Principle*	Proposed Solution*
Utility Value	Instructional leaders see the value of teachers implementing best practices in student's language development.	*Interview 1:* What are your thoughts about integrated ELD? *Interview 1:* In what ways do you validate the use of OCDE Project GLAD® strategies, if at all? *Artifact:* Review incentive processes. *Interview 2:* How did you encourage this process, if at all? *Interview 2:* Which of these incentives did you find most well received?		
Self-Efficacy	Instructional leaders believe they are capable of effectively training and coaching teachers to implement the OCDE Project GLAD® model, which are best instructional practices for emergent bilingual students.	*Interview 1:* How do you build teachers' confidence to implement the OCDE Project GLAD® model? *Interview 1:* In what ways has your confidence changed from when you first began supporting teachers in implementing the OCDE Project GLAD® model? *Interview 1:* What would you recommend to other instructional leaders in best steps to supporting implementation?		

Organizational Influence Category	Assumed Organizational Influences	Organizational Influence Assessment	Research-Based Recommendation or Solution Principle	Proposed Solution
Cultural Model Influence 1	The District needs to cultivate a culture of asset-based mindsets regarding Emergent Bilinguals so that instructional leaders can better support teachers in meeting the complex needs of emergent bilingual students.	*Interview 1:* What suggestions might you provide in creating a climate where English Learner students are accepted?		
Cultural Model Influence 2	The District needs to have a culture of collective responsibility in attending to the needs of emergent bilingual students.	*Interview 1:* How are English Learner students considered in the designing of classroom instruction, if at all?		
Cultural Setting Influence 1	The District needs to develop a plan for instructional leadership training on presenting, coaching and ongoing professional learning structures.	*Interview 1:* What type of ways are Instructional Leaders supported by the District in building coaching skills? *Interview 1:* How are Instructional Leaders assessed in their development of training? *Interview 1:* How are Instructional Leaders assessed in their development of coaching? *Artifact:* Review strategic plan for administrative development. *Artifact:* Review training schedules		

		Interview 2: What type of feedback are instructional leaders provided with regarding their professional learning, if any?		
Cultural Setting Influence 2	The District needs to develop a systematized plan for professional learning implementation regarding emergent bilingual students.	*Interview 1:* How has the District developed a training plan for instructional leaders to support English Learner students, if at all? *Interview 2:* What impact has instructional leaders had on instructional practices in the classroom, if at all? Specific to emergent bilingual students.		
Cultural Setting Influence 3	The District needs to set an explicit priority of utilizing OCDE Project GLAD® strategies.	*Interview 1:* Tell me about the District's support or lack thereof of OCDE Project GLAD® implementation? *Interview 1:* How has professional learning and coaching using the OCDE Project GLAD® model had an impact on student achievement for English Learner students, if at all? *Artifact:* Review LCAP *Artifact:* Review Goals *Interview 2:* What additional steps do you see are still needed in supporting the needs of English Learner students?		

APPENDIX B

INTERVIEW PROTOCOL- INTERVIEW #1

Thank you for taking time out of your busy schedule to interview with me. I am the researcher and will be conducting all of the interviews to ensure your confidentiality. Your answers to the questions will be kept confidential and I will assign a pseudonym to the interview to keep your identity confidential.

Today I have a series of questions that may take 1-1 ½ hours to complete. The aim of these questions are to evaluate the knowledge, motivation, and organizational influences that may impact your ability to coach and provide professional development opportunities to teachers as they work with English Learners. We will look closely at how OCDE Project GLAD® may be involved in these processes. The data will be used to help us develop strategies to support you and teachers as they work with English Learners.

In the informed consent you agreed to audio recording, please keep in mind that the digital recording will be transcribed by a third part and destroyed to keep your identity confidential. Are you still o.k. with being recorded today?

 I will start out with questions about knowledge influences.

(Knowledge Influence Questions)

1. How would you describe your English Learner population?
2. What types of English Learner students do you have in Costa Sur Elementary?
3. How would you describe the connection between the OCDE Project GLAD® model and English Learners?
4. What do you know of the components of the OCDE Project GLAD® model and how it engages in culturally responsive teaching and learning, if at all?
5. What steps have you taken in the implementation of the OCDE Project GLAD® strategies, if any?
6. How has the learning connected to your Administrative Credential supported you in best meeting the needs of your teachers' instructional practices, if at all?
7. How might your Administrative Credential have supported you in developing the skills to evaluate instructional programs and teacher practices in meeting the needs of English Learners?
8. Describe your knowledge of andragogy.
   a. What are important tenants of andragogy?
   b. Explain how your Administrative Credentialing program integrated knowledge and skills of andragogy into the program, if any?
   c. In what ways have you used andragogy in your position as an instructional leader, if at all?
   d. How has knowledge and skills of andragogy supported you in your role as instructional leader if this school?

9. Describe what professional learning opportunities you personally provide? Draw upon a recent experience if applicable.
10. What are the elements of effective coaching?
11. What coaching protocols do you utilize?
12. What processes do you engage in to support your own reflection, if any?
13. What steps do you take in reflecting about coaching?
14. What have been strengths in your implementation of coaching practices?
15. What have been weaknesses in your implementation of coaching practices?

I would like to now transition into questions related to motivational influences.

(Motivational Influence Questions)
1. What are your thoughts about integrated ELD?
2. In what ways do you validate the use of OCDE Project GLAD® strategies, if at all?
3. How do you build teachers' confidence to implement the OCDE Project GLAD® model?
4. In what ways has your confidence changed from when you first began supporting teachers in implementing the OCDE Project GLAD® model?
5. What would you recommend to other instructional leaders in best steps to supporting implementation?

Now we are going to discuss the organizational influences

(*Organizational Influence Questions*)
1. What suggestions might you provide in creating a climate where English Learners are accepted?
2. How are English Learners considered in the designing of classroom instruction, if at all?
3. What type of ways are instructional leaders supported by the District in building coaching skills?
4. How are instructional leaders assessed in their development of training?
5. How are instructional leaders assessed in their development of coaching?

Thank you for time. If you have any questions or think of anything you would like to add please feel free to contact me directly. Once the audio recording is transcribed, may I contact you with any follow-up questions?

APPENDIX C

Interview Protocol- Interview #2

Thank you for taking time to meet with me again! I am the researcher and will be continuing to conduct all interviews to ensure your confidentiality. Your responses to these questions will be kept confidential and I will assign a pseudonym to the interview to keep your identity confidential.

Today I have a series of questions that may take 1 ½ -2 hours to complete. The aim of these questions are to expand upon previous questions asked in interview #1 and clarify questions now surfaced from review, observation or analysis of the documents and artifacts that were provided. These questions will also be framed as knowledge, motivation, and organizational influences that may impact your coaching and professional learning opportunities provided to teachers as they work with English Learners. The data will be used to help us develop strategies to support you and teachers as they work with English Learners.

In the informed consent you agreed to audio recording, please keep in mind that the digital recording will be transcribed by a third part and destroyed to keep your identity confidential. Are you still o.k. with being recorded today?

I will start out with questions about knowledge influences.

(Knowledge Influence Questions)
1. How has your English learner population changes over time?
2. Explain how the LCAP has supported your understanding of English Learner students' needs.
3. Please share how these PowerPoints and Agendas are used in training.
4. How did you conduct a pre-assessment of teacher knowledge of the OCDE Project GLAD® NTC model, if at all?
5. How do you go about scheduling trainings specifically intended to support English Learners in your school?
6. How do you share data from observational protocols?
7. Tell me about how you chose what content to integrate in the PowerPoints and handouts you created for professional learning (or coaching).
8. Share with me your ideas on these patterns found within the reflection forms.

I would like to now transition into questions related to motivational influences.

(Motivational Influence Questions)
1. When reviewing incentives processes at your school for implementing OCDE Project GLAD®, how did you encourage this process on its inception, if at all?
2. Which of these incentives did you find more well received by teachers?

Now we are going to discuss the organizational influences

(*Organizational Influence Questions*)
1. In reviewing your District's strategic plan, share with me from your perspective, what types of feedback are instructional leaders provided with regarding their professional learning, if at all?
2. What impact has instructional leaders had on instructional practices in the classroom for English Learners, if at all?
3. I've had the opportunity to review both LCAP and District Goals, what additional steps do you see are still needed in supporting the needs of English Learners?

Thank you for time. This concludes my data collection processes. If you have any questions or think of anything you would like to add please feel free to contact me directly. Once the audio recording is transcribed, may I contact you with any follow-up questions?

APPENDIX D

Information Sheet

University of Southern California
Information Sheet for Research

EXAMINING INSTRUCTIONAL LEADERS' IMPLEMENTATION OF THE OCDE
PROJECT GLAD® NATIONAL TRAINING CENTER MODEL:
AN EVALUATION STUDY

You are invited to participate in a research study conducted by Nicole Chávez at the University of Southern California (USC). Please read through this form and ask any questions you might have before deciding whether or not you want to participate.

PURPOSE OF THE STUDY
This research study aims to understand how instructional leaders train and support teachers in the implementation of the OCDE Project GLAD® model's strategies through professional learning and coaching. In better understanding instructional leaders, I seek to address the opportunity gaps of Emergent Bilinguals/English Learners in obtaining culturally and linguistically responsive teaching and learning through highly qualified certified teachers.

PARTICIPANT INVOLVEMENT
Participation in this study is voluntary and you may stop at any time without penalty. If there is any aspect of the study that may affect your well-being, you may stop the process. Your well-being is of the highest value as is your time and expertise.

If you agree to take part in this study, you will be asked to engage in two rounds of interviews and provide documents or artifacts for review. The initial interview will take approximately 60-90 minutes in which you will be asked about your role as an instructional leader and how you engage classroom teachers in professional learning and coaching, specific to the OCDE Project GLAD® model. Following this initial interview, a document/artifact review of training and coaching materials will commence. Items reviewed include, but are not limited to: handbooks and PowerPoints supporting OCDE Project GLAD® NTC implementation, training calendars observational protocols, coaching tools, reflection forms or guides, strategic plans referencing professional learning supports for administrators, and emails reflective of coaching supports. Both English Language Proficiency Assessments for California (ELPAC) and the District's Local Control Accountability Plans (LCAP) will be reviewed in advance. I will independently conduct this review process after the initial interview. Professional learning and coaching materials will be kindly requested to be provided by each volunteer in the study. Upon completion of the document/artifact review, participants will be asked to engage in a second interview to clarify and illuminate understandings of the documents/artifacts reviewed, approximately taking 90-120 minutes. Participants will be audio recorded during both interviews to best capture individual sentiments for data collection and analysis. Participants will have an opportunity to obtain transcriptions of your audio recordings to ensure one's voice was appropriately captured. If you do not want to be audio recorded, you should not participate in this study. Additionally, you do not have to answer any questions you do not want to during either interview, or provide documents/artifacts you do not want to provide.

PAYMENT/COMPENSATION FOR PARTICIPATION
You will not receive any payment/compensation for participation in this study.

CONFIDENTIALITY
Any identifiable information obtained in connection with this study will remain confidential and be kept in a secured, locked location. At the completion of the study, direct identifiers will be destroyed and the de-identified data may be used for future research studies. If you do not want your data used in future studies, you should not participate.

The members of the research team and the University of Southern California's Human Subjects Protection Program (HSPP) may access the data. The HSPP reviews and monitors research studies to protect the rights and welfare of research participants.

INVESTIGATOR CONTACT INFORMATION
If you have any questions or concerns about the research, please feel free to contact Nicole Chávez at ndchavez@usc.edu and/or (949) 506-8120 or Dr. Jenifer Crawford at jenifercrawford@gmail.com.

IRB CONTACT INFORMATION
If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University Park Institutional Review Board (UPIRB), 3720 South Flower Street #301, Los Angeles, CA 90089-0702, (213) 821-5272 or upirb@usc.edu.

Thank you for your consideration!

APPENDIX E

Professional Learning Communities: Aligning to Emergent Bilingual Students' Needs

Big Idea	Description	Aligning to Emergent Bilingual Needs
Ensuring That Students Learn	A shift from teaching to learning	What do we want our emergent bilingual students to learn? How will we know each emergent bilingual student has learned it? How will we respond when an emergent bilingual student experiences difficulty in learning?
A Culture of Collaboration	"The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice" (DuFour, 1998, p. 6)	How might continuous school improvement for emergent bilingual learners be achieved? What barriers need to be removed for success to occur for emergent bilingual students?
A Focus On Results	Engaging in data dialogue that shifts instructional practice.	What quality indicators inform me of instructional progress as a teacher? Of student learning? What is the data saying about our emergent bilingual students? What might be the root cause of this?

Appendix F

How Adults Learn

Shift One: Learning Through Experience	Shift Two: Learning from Reflective Action	Shift Three: Learning Mediated Through Context
Demonstration/Modeling (Joyce & Showers, 1980) This practice has practioners observe a demonstration, or someone else model the expected practices. This may be most similar to the "training" or "input" referenced in the current professional learning cycle.	Coaching (Hampton, Rhodes & Stokes, 2004) The focus of coaching is usually task and performance: The role of a coach is to give feedback on the skills or performance observed. The coach set the goals.	Contextualization (Cordova & Lepper, 1996) Presenting learning activities for teachers, even those involving abstract instructional operations, in meaningful contexts of some inherent appeal to the learn should have significant effects on the motivation to implement. For adults, learning must take place in relevant settings or situations.
Approximation of Practice Through a Simulated Setting (Grossman, Hammerness & McDonald, 2009) This practice has practioners try-on a new practice in a setting that is similar to their own setting, using similar resources and expectations, but not their setting. For example, practicing with adults acting as students, without students.	Mentoring (Hampton, Rhodes & Stokes, 2004) Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, and encouraging. In mentoring, the learner sets the goals.	Socialization (Gee, 1990) We understand each other because we share conventions about how to use and interpret language. The process of socialization, developing shared jargon, behavior, practices and expectations connects us with our community and deepens our practices. Within the implementation of OCDE Project GLAD®, everyone knowing the terms of the strategies and methods to deliver builds camaraderie.
Rehearsal Practice (Ball & Forzani, 2009) This practice has practioners trying-on the new practice in their own setting with no expectations beyond self-monitoring. This is most similar to "safe practice" currently articulated in professional learning cycles.	Microteaching (Hattie, 2015) Hattie describes micro-teaching as a practice that typically involves teachers conducting mini lessons to a small group of students, and then engaging in a post-discussion about the lessons. Microteaching can also be conducted via videoing oneself and reflecting later. The goal of microteaching is to give you the confidence, support and feedback so you can improve your teaching methods.	Social Constructivism (Piaget, 1936) Within social constructivism, learning is mediated by an individual's social and cultural contexts, "truth" is relative and based on an individual's context, individuals develop the capacity to adapt to constantly changing environments, learners develop knowledge and understanding as they engage in and interact with their social and cultural contexts. Within the professional learning cycle, learning through doing is

"Communities of Practice"
(DuFour, 2007, 2014)
(Hattie, 2012)

This practice reflects building collective teacher efficacy, where teachers learn together how to best engage in and deliver the practice. This may be reflected in peer observations and feedback.

Critical Reflection
(Gay & Kirkland, 2003)

Critical reflection requires analytical introspection, continuous reconstruction of knowledge, and the recurring transformation of beliefs and skills that are essential elements of self-reflection. Critical reflection delves into issues of race, ethnic diversity, and social justice in classroom practices.

critical, yet the process must be non-evaluative for growth of implementation to occur.

Feedback
(Hattie, 2017)

Feedback is information that you give to your learners that helps them close the gap between where they are now with their work, and where they could be. The goal of feedback is to provide the learner with insight that helps them improve their performance.
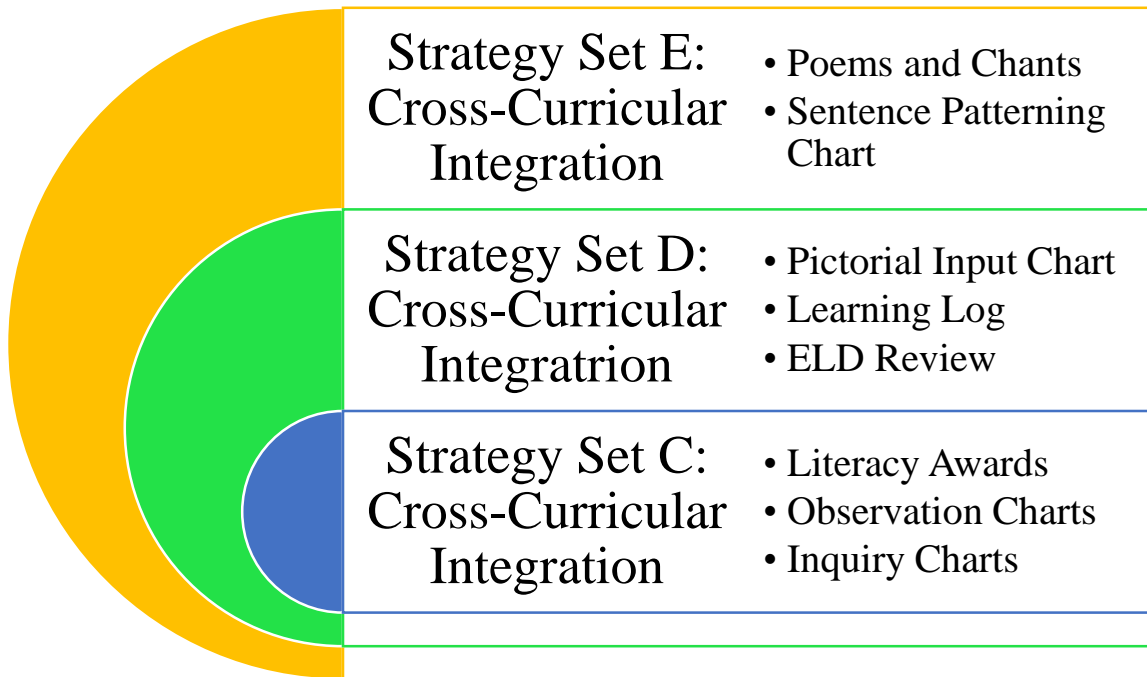
APPENDIX G

OCDE Project GLAD® Implementation
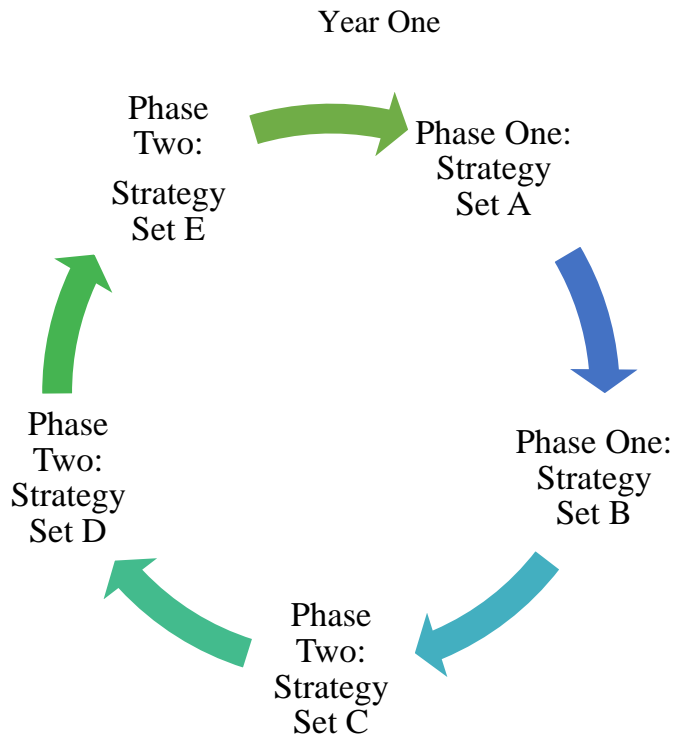
Year One

Year One, Phase One: Establishing the Foundation for Learning

Srategy Set B: Cooperative Learning
- T-Graph for Social Skills
- Team Points
- Numbered Spoons

Strategy Set A: Positive Environment
- 3 Personal Standards
- Signal Word
- Zero Noise Signal
- 10/2 Partner Share

Year One, Phase Two: Using OCDE Project GLAD® Within a Series of Connected Lessons

Strategy Set E: Cross-Curricular Integration
- Poems and Chants
- Sentence Patterning Chart

Strategy Set D: Cross-Curricular Integratrion
- Pictorial Input Chart
- Learning Log
- ELD Review

Strategy Set C: Cross-Curricular Integration
- Literacy Awards
- Observation Charts
- Inquiry Charts

APPENDIX H

Reaction Sheet for Online Program

Please complete this form to let us know your reaction to the online program. Your input will help us to evaluate our efforts, and your comments and suggestions will help us to plan for future programs that meet your needs and interests.

Instructions: Please circle the appropriate number of each statement and then add your comments.

	High			**Low**
1. How do you rate the subject content? (interesting, helpful, etc.) Comments:	4	3	2	1
2. How do you rate the activities and facilitation? (intentional, engaging, etc.) Comments:	4	3	2	1
3. How do you rate the instructor? (preparation, communications, etc.) Comments:	4	3	2	1
4. How do you rate the assignments? (meaningful, relevant, etc.) Comments:	4	3	2	1
5. How do you rate the course schedule? (time, length, etc.) Comments:	4	3	2	1

6. How do you rate the ability to navigate the platform?   4   3   2   1
    (ease of use, etc.)
    Comments:

7. How well did the content meet the outcomes of the course? 4   3   2   1
    Comments:

8. How would you rate the program as an educational   4   3   2   1
    experience to help you in implementing best practices
    for emergent bilingual students?

9. What topics were most beneficial?

10. What would have improved the online course?

APPENDIX I

Reaction Sheet for Leadership Ensemble

In order to determine the effectiveness of the program in meeting your needs and interests, we need your input. Please give us your reactions, and make any comments or suggestions that will help us to serve you.

Instructions: Please circle the appropriate number of each statement and then add your comments.

		High			**Low**
1.	The material covered in the program was relevant. Comments:	4	3	2	1
2.	The material was presented in an interesting way. Comments:	4	3	2	1
3.	The instructor was an effective communicator. Comments:	4	3	2	1
4.	The instructor was well prepared. Comments:	4	3	2	1
5.	The audiovisual aids were effective. Comments:	4	3	2	1
6.	The handouts will be of help to me. Comments:	4	3	2	1

7. I will be able to apply the learning to supporting   4   3   2   1
    my teachers.
    Comments:

8. The agenda supported meeting the outcomes of the   4   3   2   1
    training.
    Comments:

9. There was a good balance between presentation and   4   3   2   1
    group involvement.
    Comments:

10. I feel that the training will help me do my job better.   4   3   2   1
    Comments:

11. What would help make the training better?