

Pedagogy and Successful Practices in Dual Language Programs

A Dissertation by

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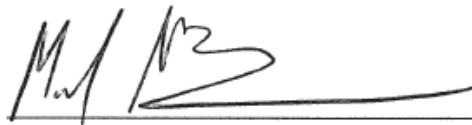
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ABSTRACT

Pedagogy and Successful Practices in Dual Language Programs

by Regula Sellards

The purpose of this qualitative study was to identify and describe the opinions of experts and practitioners in the field of two-way immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. This study used the normative Delphi technique, where the researcher synthesized the knowledge and experience of a panel of experts and practitioners in dual language programs to identify and describe key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. The Delphi process involved 3 rounds, and the researcher analyzed and summarized responses from each of the rounds. The expert panelists, consisting of 7 researchers/authors, 3 principals, and 6 teachers, all researching, working, or teaching in the field of dual language education for 5 years or more, identified many key factors and pedagogical and other strategies that support the successful transition of TWI students from elementary to middle and high school. Nonpedagogical factors seemed more important than pedagogical ones. Identified as most important were teacher qualification, curriculum and program planning, communication, and administrative support. The experts also came to a consensus that engaged teachers with high language proficiency are crucial for this transition. Recommendations related to pedagogical strategies were assigned to Vygotsky's sociocultural pedagogy and Jim Cummins's transformative pedagogy. The findings of this study may provide administrators, principals, and teachers as well as parents,

community, and board members guidelines and suggestions when implementing, enhancing, or improving dual language programs for students. Additionally, the insights from experts and practitioners on key factors and strategies for dual language programs allow for the development of training programs for current administrators, principals, teachers, and other staff involved with dual language programs.

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CHAPTER I: INTRODUCTION

In periods of economic uncertainty and global instability, international communication is a prerequisite for robust markets, universal safety and security, and a future free from prejudice and conflict (Steele, Oishi, O'Connor, & Silva, 2009). Andres Tapia, Hewitt Associates' chief diversity officer and emerging workforce consulting leader asserted that no country is an island and the interconnections among countries and institutions are inextricable (Tapia, 2013). As the global communities develop business and political relationships, there is a greater need for multilingual and multicultural competence (Lindholm-Leary, 2001). Providing second-language experiences and knowledge about other cultures is fundamental to any country's ability to remain competitive and progressively recognized as critical to economic success, national security, and international relations (Rhodes & Pufahl, 2009). For these reasons, education is one of the most important investments a country can make in its people and its future, as it contributes to raised income, improved health, promotion of gender equality, mitigation of climate change, and reduced poverty (Global Partnership for Education, 2014). Kolb (2006) noted that Americans should welcome a global society and economy in which nations, states, and communities compete to develop human talent, primarily by getting more people better educated. Cutshall (2009) explained that a key component for developing a globally competent student is second-language acquisition. As a result of foreign language competency, a student can gain basic cross-cultural communication skills by learning about other countries and cultures (Russo & Osborne, 2011). Weatherford (1986) explained that students need not only excellent English skills but also a good grasp of a foreign language in the business world for a

prosperous future. Elementary schools are the place where education begins, because, Metz (2011) explained, “what students of any age are able to learn depends heavily on what they’ve already learned” (p. 71). Research supports the need to expose children to language at an early age so they can benefit cognitively and academically (Violette, 2012). Curtain (1990) stated that children are open to ideas of global understanding during their elementary school years. Therefore, the “study of a foreign language and culture can serve as an important vehicle by which to expand their cultural views” (Curtain, 1990, p. 2).

The National Center for Educational Statistics (NCES) declared that 21% of school-aged children in the United States speak a language other than English at home (American Speech-Language-Hearing Association, 2014). The number of English language learners (ELLs), also referred to as limited English proficient (LEP) or English as a second language (ESL) students, have significantly increased over the past 10 years (Weintraub, 2012). In order to serve the needs of this growing population, bilingual programs have been established (Vizcarra, 2009). Traditional foreign language instruction focused on studying the language instead of actively using it (Joint National Committee for Languages, 2012). In foreign language immersion programs, the student population consists of a majority of language speakers with limited to no proficiency in the minority language, such as English speakers in U.S. schools (Fortune, 2013). In California, as a consequence of the passage of Proposition 227 in 1998 which required all public school instruction be conducted in English, heritage language instruction in classrooms continued to decline despite the fact that school districts often failed to meet the needs of English language learners (Giacchino-Baker & Piller, 2006).

A promising approach to nurture children's linguistic and cultural heritages is two-way immersion (TWI), often called dual language programs, where curriculum is taught in two languages so all students learn social and academic skills in their primary and an additional language (Giacchino-Baker & Piller, 2006). TWI programs build on the bilingual potential of English-first students and the bilingual foundation of the increasing number of students who come from homes with other non-English languages (Giacchino-Baker & Piller, 2006).

The first experimental kindergarten French immersion class was set up outside of Montreal in the 1960s. The goal of the class was to break down the linguistic barrier between English and French Canadians (Lambert & Tucker, 1972). Coral Way Elementary School in Dade County, Florida, was the first two-way bilingual school in the United States (Christian, 1996). Members of the Cuban community fleeing the Castro regime, who believed their children would return to Cuban schools, established the program in 1963; and soon thereafter, another 14 such schools were set up in Dade County (Potowski, 2007). The Center for Applied Linguistics (2011) reported that there are 441 language immersion programs in the United States, covering 22 different languages, with Spanish representing 45% of all schools.

In California, early TWI programs were established during the 1980s, and the most recent data from 2011 reported that there were 201 TWI programs implemented in the state (California Department of Education, 2014). The fact that California ranks among the states with the most TWI programs in the United States is not surprising, considering that almost half of children entering school in California come from homes where a language other than English is spoken (Lindholm-Leary, 2001). With the growth

of these programs and the expansion of existing ones to the secondary level, much remains to be learned about TWI education (Howard, Sugarman, Christian, 2003). More specifically, aspects such as the description and analysis of TWI methodology have not been studied (Giacchino-Baker & Piller, 2006), and there is a gap in literature of understanding effective practices for secondary TWI programs (Bears & De Jong, 2008).

Background

Three main areas are covered in the background section for this research study. First, dual language programs and their emergence are explained, defined, and described. Second, student outcomes of dual language programs and their effectiveness are discussed. Finally, four mainstream approaches of pedagogy including the concept of cultural awareness are examined.

Dual Language Education Programs

No country is an island anymore, and the interconnections among countries and institutions are inextricable (Tapia, 2013). Corporations, not-for-profits, educational institutions, police departments, governments, and the military around the world are catching on that the workforce is changing in dramatic and unstoppable ways and are realizing that these changes raise numerous implications for how organizations hire, manage, develop, promote, and reward their workers in ways that will motivate them to do their best (Tapia, 2013). There has been a rapid increase in jobs involving nonroutine, analytic, and interactive communication skills, requiring competencies such as critical thinking and the ability to interact with people from many linguistic and cultural backgrounds (National Education Association, n.d.). According to Gay (2003),

“Domestic diversity and unprecedented immigration have created a vibrant mixture of cultural, ethnic, linguistic, and experiential plurality” (p. 30). Weatherford (1986) emphasized that today’s students need not only excellent English skills but also a good grasp of a foreign language in the business world for a prosperous future. Schools play an important role in providing the bi- and multilingual skills that are becoming increasingly necessary in the modern world (Genesee, 2004). Cutshall (2009) stated, “World languages are a core subject in the partnerships’ framework of essential skills” (p. 40).

In terms of linguistic diversity, the number of languages (about 7,000) divided by the number of countries (according to the United Nations is 192) results in an average of 36 languages per country (Grosjean, 2010). In the United States, 20.5% of the population speaks a language other than English at home (U.S Census Bureau, 2014). In California, almost half of the children entering school come from households where a language other than English is used (Lindholm-Leary, 2001), and almost 100 different languages are spoken in the homes of California students (Williams et al., 2007). With the growth in the number of English language learners over the past decade, the importance of finding the best way to meet their academic and social needs has increased (Weintraub, 2012). Dual language programs, where curriculum is taught in two languages so all students learn social and academic skills in their primary and an additional language is a promising approach to nurture children’s linguistic and cultural heritages (Giacchino-Baker & Piller, 2006). Dual language education programs have a variety of names in addition to dual language, including bilingual immersion, TWI, two-way bilingual, and developmental bilingual education (Lindholm-Leary, 2001). Lindholm-Leary (2001)

explained, “Immersion is a method of foreign language instructions in which the regular school curriculum is taught through the medium of a second language” (p. 27).

Effectiveness and Academic Achievement of Dual Language Programs

In regard to the effectiveness of dual language education programs, student academic outcomes are generally favorable in that both language minority and language majority students tend to do as well or better on standardized achievement tests than their peers who are educated in other educational settings, such as general education, English as a second language, or transitional bilingual programs; and both groups of students have demonstrated progress toward the goals of bilingualism and biliteracy development (Howard et al., 2003). Current research by Howard et al. (2003) and Christian, Genesee, Lindholm-Leary, and Howard (2004) stated that the threefold goals for TWI programs are being met: (a) bilingualism and biliteracy, (b) academic achievement above grade-level norms, and (c) development of a positive cross-cultural attitude. Further, Collier and Thomas (2004) conducted longitudinal research, arguing that dual language schooling closes the academic achievement gap between second-language students and first-language students and showing elevated student outcomes. Scholars have also found that in order for English language learners to be academically successful in a second language, they must be immersed in an environment where their needs are being met socioculturally, linguistically, academically, and cognitively (Pincock, 2011).

Although there are many supporters of TWI programs, there are also adversaries. In particular, during the first half of the 20th century, many studies seemed to confirm that bilingualism had negative effects on the development of children (Grosjean, 2010). These studies indicated that a child’s intellectual and spiritual growth would be halved, or

the mastery of two languages would diminish the child's power of learning other things (Grosjean, 2010). Grosjean explained that later studies with the opposite results indicated that these studies contained methodological and subject-selection problems. Also, as it is generally the case in educational research, there are challenges with research in TWI programs to pinpoint findings, because dual language programs are voluntary and therefore may influence student outcomes (Howard et al., 2003). It is disputed whether enhanced student outcomes are due to the TWI program itself or due to the inherent differences among the student populations and their families (Howard et al., 2003). Furthermore, E. García (2005) suggested that research does not confirm Spanish language oral fluency in native English speakers enrolled in TWI programs. Similarly, having conducted a 2-year study in a prestigious dual language school in Chicago, Potowski (2007) found that English was the preferred language of social purposes for students who had achieved a certain level of fluency in it, and he concluded that it is probably not realistic to hope for an immersion school to create an atmosphere where two languages are equally valued. Amrein and Pena (2000) discovered that in English and Spanish TWI programs, students separated themselves into language groups during formal and informal instruction, free class time, and outside the classroom.

Pedagogy and Culture in Dual Language Acquisition

Research studies done by Astin and by Light suggested that curricular planning efforts will derive much greater payoffs in terms of student outcomes if more emphasis is placed on pedagogy and other features of the delivery system as well as on the broader interpersonal and institutional context in which learning takes place (K. A. Smith, Sheppard, Johnson, & Johnson, 2005). According to Van Compernelle & Williams

(2013), “Pedagogy—or education, more generally speaking—is after all, a multifaceted form of organized cultural activity that operates at multiple levels” (p. 279). In other words, pedagogy is about creating the condition for and supporting development for which it often involves a physically present mediator (Van Compernelle & Williams, 2013). Many studies around the world concerning bilingual or heritage language and immersion education point to certain factors, such as effective leadership, school environment, teachers and staff, instructional design and features, and student composition that tend to contribute to successful language education programs (Lindholm-Leary, 2001). Like general education, the quality of instruction, continuity in program delivery, competence of instructional personnel, and size and composition of classes determines the success of bilingual education (Genesee, 2004). Actions of pedagogues are deeply intertwined with the responsibility of leading children into adulthood and therefore places teacher in a position of influence, given that their actions speak to the moral responsibility they bear for the welfare and development of students (Cuenca, 2011). Franquiz (2012) stressed the importance of education leaders to be advocates for a 21st century vision of teaching the English language arts in ways that are inclusive and build on the resources emergent bilinguals bring to the classroom, respecting the fundamental human rights of all learners to access their heritage language and affirm their cultural citizenship as they transition to new ways of being. Co-constructing an academic foundation that respects the dignity of all resources brought to the classroom will help children to become engaged in the subject areas with the types of critical literacy skills that will advance the 21st century to new and more just heights (Franquiz, 2012). As stated by Kellner (2003), good students can analyze, criticize, and

question not only the materials they are studying but also the context in which they are living so that they can better themselves, strengthen democracy, create a more just society, and thus deploy education in a process of progressive social change.

Statement of the Research Problem

Providing second-language experiences and knowledge about other cultures is fundamental to any country's ability to remain competitive and is increasingly recognized as critical to economic success, national security, and international relations (Rhodes & Pufahl, 2009). In the United States, 20% of all children between the ages of 5 and 17 were found not to speak English at home (Lindholm-Leary & Block, 2010). With the recent growth in the number of English language learners, the importance of finding the best way to meet their academic and social needs has increased (Weintraub, 2012). A promising approach to nurture children's linguistic and cultural heritages is TWI, often called dual language programs, where curriculum is taught in two languages so all students learn social and academic skills in their primary and an additional language (Giacchino-Baker & Piller, 2006).

The Center for Applied Linguistics (2011) reported a total of 448 language immersion schools in the United States, of which 434 are preschool and elementary school programs, but only 128 middle schools and 41 high schools provide TWI programs nationwide. The recent growth of TWI education programs has caused increased interest in the research related to elementary and secondary programs, such as design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and experiences of students, parents, and teachers (Howard et al., 2003).

Substantial research has indicated that dual language education is effective for all participating groups; yet dual language educators still have much more to learn as every program is a work in progress (Thomas & Collier, 2012). Despite efforts to isolate the reason for the successful outcomes of these dual language programs, little formal data exist that signify characteristics which best explain the success of students participating in these programs (Weintraub, 2012). Professor and researcher Fred Genesee (2004) stated that there is a need for more research about which pedagogical approaches are most successful in promoting second-language acquisition. In particular, he referred to instructional strategies that enhance students' mastery of the formal features of the second language while maintaining their fluency in the first language (Genesee, 2004).

The growth and expansion of elementary TWI programs are also causing an increasing interest in the design and implementation of secondary TWI programs (Montone & Loeb, 2000). There is a gap in literature due to the growing need to understand effective practices for secondary TWI programs, because studies in this particular field are scarce (Bears & De Jong, 2008). Recent research by De Jong and Bears (2014) concluded that interactive and cooperative learning activities are essential in both languages in order to engage all learners and provide equitable opportunities for learning complex and challenging material.

At the present time, research is lacking which key factors and pedagogical strategies are successful in dual language education. It is imperative to identify them so that newly established TWI programs and schools as well as teachers and administrators can build on the many years of experience of experts in that field.

Purpose Statement

The purpose of this qualitative study was to identify and describe the opinions of experts and practitioners in the field of two-way immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Research Questions

In order to identify key factors and pedagogical strategies that successfully support current TWI students' transition into middle and high school, the following research questions were presented to a panel of experts in dual language programs:

1. What are key factors that support current elementary TWI students as they transition to middle and high school?
2. What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?
3. For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

Significance of the Problem

Increased understanding of key factors and pedagogical approaches that support the successful transition of TWI students from elementary to middle and high school is an urgent need as increasing numbers of TWI students advance through the K-12 system. Identifying and describing key factors and strategies in this area contributes to closing the gap of understanding the features that can help young programs to mature and more experienced programs to promote more successful outcomes in students (Lindholm-

Leary, 2005). Further, identifying and describing the opinions of experts and practitioners in the field of TWI programs can be useful to educators and administrators of dual language programs to adequately and effectively support TWI students, in particular when they transition from elementary to middle and high school, with the ultimate goal to increase academic student achievement.

This information is a significant contribution to the specialty field of growing immersion programs in the United States, as much remains to be learned about TWI education (Howard et al., 2003). Due to substantial research indicating that dual language education is effective for all participating groups (i.e., native English speakers and those for whom English is an additional language), data collected and conclusions derived from surveying a panel of experts in TWI programs can begin to address the need for dual language educators to acquire more knowledge in this field, as every program is a work in progress (Thomas & Collier, 2012).

Currently little formal data exist on successful strategies in TWI programs, despite attempts to isolate the reasons for the successes of these programs (Weintraub, 2012). The outcome of this study provides expert opinion focusing on the transition to middle school and suggests characteristics that best explain the achievement of students participating in dual language programs.

Definitions

To have a clear understanding of the key terms used throughout this research, the following terms are defined because they are relevant to this study.

Bilingualism. The capability to speak two languages (“Bilingualism,” n.d.)

Biliteracy. The ability to not only speak two languages but also read and write them. Being literate in two languages.

Cultural awareness. Awareness that culture is situated within and predisposed by sociopolitical, historical, and economic contexts, which are in turn influenced by aspects of power and privilege (Taylor & Sobel, 2011).

Cultural competency. Process of developing cultural awareness, knowledge, and skills (Kratzke & Bertolo, 2013). According to Nieto (2010), mastery of understanding “the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class and religion” (p. 48). Not just embracing diversity as an acknowledgement but also affirming it as an asset (Brown-Jeffy & Cooper, 2011).

Dual language program. Also called bilingual immersion, two-way immersion (TWI), two-way bilingual, and developmental bilingual education programs. An educational approach of integrating language-minority and language-majority students for all or most of the day that provides content and literacy instruction to all students in both languages (Howard et al., 2003).

Effectiveness of dual language programs. Meeting the following threefold goals: (a) bilingualism and biliteracy, (b) academic achievement above grade-level norms, and (c) development of a positive cross-cultural attitude (Christian, Montone, Lindholm, & Carranza, 1997).

Factor. Something that helps produce or influence a result. Something that causes something to happen (“Factor,” n.d.). An element contributing to a particular result or situation.

Immersion. The integration of content and language, which is fundamental to the curriculum of immersion programs (Cammarata & Tedick, 2012). According to Lindholm-Leary (2001), “A method of foreign language instruction in which the regular school curriculum is taught through the medium of a second language” (p. 27).

Pedagogy. The art, science, or profession of teaching (“Pedagogy,” n.d.). Pedagogy is creating the condition for and supporting development for which it often involves a physically present mediator (Van Compernelle & Williams, 2013).

Positive cross-cultural attitude. A good and undeniable disposition toward other cultures.

Practice. A repeated customary action; activity of doing something repeatedly in order to become better at it (“Practice,” n.d.)

Strategy. A careful plan or method to achieve a particular goal, usually over a longer period of time (“Strategy,” n.d.). An instructional strategy is a standard method of teaching that can be used to assist students to achieve academic success and reach basic proficiency levels (Brasfield, 2007).

Delimitations

Delimitations clarify the boundaries and indicate the scope of the study (Roberts, 2010). This research study is delimited to dual language immersion elementary schools and programs in the United States. This study is further delimited to experts of language immersion who meet the specific criteria defined in Chapter III.

Organization of the Study

This study is organized into five chapters, a bibliography, and appendices. Chapter I presented the problem addressed by this research study. Chapter II outlines a review of what is known about dual language programs in terms of history, school models, and student achievement. Further, it presents a review of four mainstream pedagogical approaches and addresses various aspects of culture to provide a framework for identifying and describing key factors and determining pedagogical approaches supporting the successful transition of TWI elementary school students to middle and high school. Chapter III explains the research design and methodology of the study. It includes an explanation of the population, sample, and data gathering procedures as well as the procedures used to analyze the collected data. Chapter IV presents, analyses, and provides a discussion of the findings of the study. Chapter V contains the summary, conclusions, and recommendations for actions and further research. The references and appendices including letters to and responses from the expert panel are recorded at the end of the study.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter presents a review of the relevant literature as it pertains to providing a conceptual framework and vets the variables of the study, outlining what the research and experts have to say about dual immersion programs. Three main areas are covered: First, the depiction of dual language education programs; second, the effectiveness of these programs; and third, four mainstream pedagogical approaches that might impact successful student outcomes in these programs plus pedagogical challenges of students transitioning from elementary to middle and high school.

Dual Language Education Programs

This section of the literature review explains the emergence of bilingual programs due to globalization and an increasing number of English language learners, dual immersion programs and models, and academic achievement of students enrolled in these programs.

Global Society and Bilingualism

What is fundamental to any country's ability to remain competitive and increasingly recognized as critical to economic success, national security, and international relations is providing second-language experiences and knowledge about other cultures (Rhodes & Pufahl, 2009). Given the recent trends in immigration, the shrinking of our world, and the subsequent necessity to learn to communicate with larger numbers of people, it is imperative to reconceptualize the role of languages other than English in our schools and society (Nieto, 2010). As a result, educational systems are challenged to provide teachers who are equipped to teach learners to be ready to live in a global society (E. García, Arias, Murri, & Serna, 2010). The contexts of schools are

shifting dramatically given that they are welcoming students who bring with them diverse racial/ethnic, linguistic, and academic experiences as well as varied life experiences (Taylor & Sobel, 2011). Many studies around the world concerning bilingual or heritage language and immersion education point to certain pedagogical factors, such as effective leadership, school environment, teachers and staff, instructional design and features, and student composition that tend to contribute to successful language education programs (Lindholm-Leary, 2001). Like general education, the success of bilingual education depends on the quality of instruction, continuity in program delivery, competence of instructional personnel, and size and composition of classes (Genesee, 2004). There is a need for more research about what pedagogical approaches are most successful in promoting second-language acquisition, in particular instructional strategies that enhance students' mastery of the formal features of the second language while maintaining their fluency in the first language (Genesee, 2004). Particularly, there is a demand for understanding effective practices for secondary TWI programs, because studies in this particular field are scarce (Bears & De Jong, 2008).

English Language Learners (ELLs)

With the growth in the number of English language learners over the past decade, the importance of finding the best way to meet their academic and social needs has increased (Weintraub, 2012). Historically, the United States has demonstrated a weak commitment to the education of its English language learners; and since the 18th century, non-English language for instructional purposes has been controversial (Gandara & Hopkins, 2010). Students' fluency in another language was perceived as a handicap to their learning English (Nieto, 2010). Around the 19th century, when a new wave of

immigrants of Italian, Greek, Jewish, and Slavic descent entered the United States, a public outcry led to Congress passing a law adding English proficiency as a requirement for naturalization (Monroy, 2012). As a result of political pressure brought to bear by Mexican American groups in 1968, Congress passed the Elementary and Secondary Education Act, also known as the Bilingual Education Act, which provided funding for bilingual programs. Bilingual programs were mostly transitional, with the focus of moving students into English language proficiency as quickly as possible (Monroy 2012). At first, English language learners were provided with the same educational services as native English speakers, which were called submersion programs (O. García, Kleifgen, & Falchi, 2008). A second category of ELL programs was the structured English immersion programs, providing some support for students in special sessions outside the regular classroom (O. García et al., 2008). These programs are also referred to as remedial models, such as English as a second language (ESL), structured English immersion, and transitional bilingual education, providing English language learners with support for one to four years (Collier & Thomas, 2004). In late-exit programs, students receive instruction in the partner language for four to six years (Center for Applied Linguistics, 2011). When students are isolated from the curricular mainstream for many years, they are likely to lose ground to those in the instructional mainstream who are constantly pushed ahead; and in order to catch up, students below grade level must make more than one year's progress every year to eventually close the gap (Collier & Thomas, 2004). The foremost concern is that English language learners constitute a student population vulnerable to poor academic outcomes (Tafoya, 2002). In education today, no one can deny that a major focus for most educators is the achievement gap that exists

among different groups of school-aged children (Silver, 2011). As a result of the federal No Child Left Behind Act (NCLB) in 2002 and breaking out test results by categories such as race, gender, and income, achievement gaps became visible as they related to English language learners (Webley, 2012). Under NCLB, schools and districts are held accountable for concurrently improving English proficiency and academic achievement of English language learners (Smiley & Salsberry, 2007).

Early Dual Language Education

Dual language education programs have a variety of names in addition to dual language, including bilingual immersion, two-way immersion (TWI), two-way bilingual, and developmental bilingual education (Lindholm-Leary, 2001). Immersion is an approach of foreign language instruction in which the regular school curriculum is taught through the vehicle of a second language (Lindholm-Leary, 2001). This educational approach of integrating language-minority and language-majority students for all or most of the day provides content and literacy instruction to all students in both languages (Howard et al., 2003).

Dual language programs show enhancement over teaching foreign languages as subjects to native English speakers, because introducing students to foreign language at middle or high school for as little as 1 hour per day is too little and too late (Collier & Thomas, 2004). The need to expose children to language at an early age so they can benefit cognitively and academically is supported by research (Violette, 2012). An ideal way to develop deep proficiency in the language while increasing student achievement in both languages is acquiring a second language naturally through the entire curriculum

and throughout the instructional day from the beginning of a student's school years (Collier & Thomas, 2004).

Following is the description of the two models of dual language programs: one-way and two-way immersion programs, followed by an overview of the history of dual language education.

One-way immersion. One-way immersion programs provide an additive bilingual environment as the students build upon the languages they already speak (Lindholm-Leary, 2001). Collier and Thomas (2004) defined one-way programs as demographic contexts where only one language group is being schooled through two languages. An example of demographic context for one-way dual language programs is an American Indian school working on native language revitalizations.

Two-way immersion (TWI). The Center of Applied Linguistics (2011) defined TWI programs as dual language programs in which both native English speakers and native speakers of the partner language are enrolled, neither group making up more than two thirds of the student population. According to Howard et al. (2003), "TWI is an instructional approach that integrates native English speakers and native speakers of another language and provides instruction to both groups of students in both languages" (p. 1). The programs with their objectives of reaching bilingualism, biliteracy, high academic performance, and cross-cultural competence hold great promise for increasing student achievement, not only for language minority students but also for native English speakers (Monroy, 2012). TWI schools are designed to build bridges across linguistically heterogeneous student bodies with the goals of bilingualism, academic excellence, and cross-cultural appreciation (Scanlan & Palmer, 2009).

Howard et al. (2003) declared the three defining criteria of a TWI program as follows: (1) fairly equal number of language minority and majority students, (2), minority and majority students are grouped together for core academic instruction, and (3), core academic instructions happen in both languages. These dual language methods increase the opportunity to become bilingual (Alanis & Rodriguez, 2008). TWI programs promise to expand our language resources by conserving the language skills minority students bring with them and by adding another language to the repertoire of English-speaking students in addition to offering the hope of improving relationships between language-majority and language-minority groups by enhancing cross-cultural understanding and appreciation (Christian, 1996).

History. The first dual language program in the United States was established in 1963 at Coral Way Elementary School in Dade County, Florida, serving the children of Cuban immigrants yet open to English speakers and providing instructions in the two languages, Spanish and English, to both groups (Monroy, 2012). Members of the Cuban community fleeing the Castro regime believed their children would return to Cuban schools and, therefore, wanted to teach them Spanish, which soon resulted in another 14 such schools to be set up in Dade County (Potowski, 2007). A parent stated that Coral Way Elementary is an extension of what their families value: an identity rooted in both their Latino culture and their love for this country (Sanchez, 2011). In the 1970s, programs were formed in Washington, D.C.; Chicago, Illinois; and San Diego, California with positive results; however, there was little research published to document their success (Lindholm-Leary, 2001). Of the 422 language immersion programs in the United States (Center for Applied Linguistics, 2011), 312 TWI programs are implemented in

California, first established in San Francisco, San Jose, Windsor, Santa Monica, and Oakland during the 1980s (California Department of Education, 2014).

Bilingual Education Models

There are two common program models for use in the TWI programs:

- 90:10, in which students, typically starting at kindergarten level, are instructed 90% of the time in the partner language and 10% in English during the first year or two.

The amount of English instruction gradually increases each year until English and the partner language are each used for 50% of instruction, generally by the third or fourth grade (Center for Applied Linguistics, 2011).

- 50:50, a program model in which both English and the target language are each used for 50% of the instruction at all grade levels (Center for Applied Linguistics, 2011).

According to Collier and Thomas (2004), enrichment 90:10 and 50:50 dual language programs are the only programs that help students reach the 50th percentile in the primary language and secondary language (L1 and L2) in all eight subjects and maintain that level of high achievement or attain even greater levels through the end of schooling, which leads to the second section of the literature review.

Effectiveness and Academic Achievement of Dual Language Programs

This section of the literature review focuses on the effectiveness and academic achievement of dual language programs. It outlines various research studies in regard to student achievement of dual immersion programs.

The recent growth of TWI education programs has caused increased interest in the research related to these programs, such as design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and experiences of

students, parents, and teachers (Howard et al., 2003). Research by Howard et al. (2003) and Christian et al. (2004) contested that the following threefold goals for TWI programs are being met: (a) bilingualism and biliteracy, (b) academic achievement above grade-level norms, and (c) development of a positive cross-cultural attitude (Reyes & Vallone, 2007). Following is a more detailed description of each of the goals that define effectiveness of dual language education.

Bilingualism and Biliteracy

The first anticipated outcome of TWI programs is bilingualism and biliteracy. For the past 30 years, researchers have developed frameworks for understanding the relationship between a student's native language and a second language, which must be used in schools for the purpose of academic achievement (O. García et al., 2008). Pioneer Jim Cummins (1992), professor at the Ontario Institute for Studies in Education of the University of Toronto and founding academic director of its teaching English as a foreign language (TEFL) certification program, describes three central psychoeducational principles that result from bilingual education, supported by empirical research: (a) enhanced cognitive development from children by continuously developing both languages; (b) knowledge and skills acquired in one language are potentially available in the other; and (c) while conversational abilities may be acquired fairly rapidly in a second language, 5 years are usually required for second language learners to attain grade norms in academically related aspects of the second language (Cummins, 1992). Cummins (2000) endorsed the concept of linguistic interdependence, which means that to the extent that instruction in one language is effective in promoting efficiency in the same language, transfer of this proficiency to the additional language will occur provided there is

adequate exposure to the additional language. In summary, there is growing evidence showing that bilinguals demonstrate better executive control, such as inhibition, attention, and task-switching, than monolinguals as matched on different demographic variables (Guzmán-Vélez & Tranel, 2015).

Strong Academic Achievement

The second anticipated outcome of TWI programs is academic achievement above grade-level norms. Christian et al. (1997) reported that in 1997, the Center for Applied Linguistics conducted a project endorsing:

Studies on a variety of bilingual education program models have shown that when native language instruction is provided for language minority students with appropriate second language instruction, students can achieve academically at higher levels in the second language than if they had been taught in the second language only. Thus, students who learn content in one language can be expected to demonstrate content knowledge in the second language, as they acquire the language skills to express that knowledge. (p. 10)

Further, students' development of literacy in a second language appears to happen more slowly if their first language literacy skills are weak or nonexistent (Christian et al., 1997). Many schools have adopted dual language programs because of such research studies presenting that students in dual language programs score better on standardized tests in English than English learners in other sorts of programs (Freeman, Freeman, & Mercuri, 2005). Martin-Beltran (2010) explained that several studies, such as research done by Alanis (2000), Christian, Howard, and Loeb (2000), De Jong (2002), Lindholm-Leary (2001), and Thomas and Collier (2002), have measured high academic

achievement from students in dual immersion programs. The results of a present study done by Northwestern University suggested that bilingual TWI education is beneficial for both minority- and majority-language elementary students, which is consistent with previous research (Marian, Shook, & Schroeder, 2013).

The well-known Ramirez study (1992), a longitudinal study of more than 500 kindergarten to sixth-grade Latino students in New York, New Jersey, Florida, Texas, and California, favored late-exit developmental bilingual programs, which used bilingual students' home language for at least five to six years in regard to performance in mathematics, English language arts, and English reading (O. García et al., 2008). Ramirez (1992) affirmed that sustained use of a child's native language for longer periods of time allows the student to experience normal linguistic development, strengthening the foundation for the acquisition of the second language. By having students of a minority language isolated from the curricular mainstream for many years, they are likely to lose ground to those in the instructional mainstream, who are constantly pushed ahead; and in order to catch up, students below grade level must make more than one year's progress every year to eventually close the gap (Collier & Thomas, 2004). Therefore, longitudinal research asserted that dual language schooling closes the academic achievement gap between second-language students and first-language students, showing elevated student outcomes.

Cross-Cultural Attitude

The third and final anticipated outcome of TWI programs is that students will develop a positive cross-cultural attitude. Culture is complex and convoluted; and everyone has one, Nieto (2010) stated, "because all people participate in the world

through social and political relationships informed by history as well as by race, ethnicity, language, social class, sexual orientation, gender and other circumstances related to identity and experience” (p. 10). Culture shapes human behavior, which is the visible part of cultural practices, while underlying values and beliefs constitute the invisible part of culture (Moodian, 2009). Language often becomes the maximum significant representative of culture, because language is one of the most fundamental aspects of cultures. Brooks (1960) negated that language is the most typical, the most representative, and the most central constituent in any culture. Cutshall (2009) stated, “Students cannot truly master a language until they have also learned to understand the cultural contexts in which the language occurs” (p. 40). Culture acts as a mediator in a person’s acquisition and expression of literacy; therefore, literacy learning shapes an individual’s cultural identity, and cultural identity influences one’s interpretation, acquisition, and expression of literacy (Taylor & Sobel, 2011).

To live the highest quality lives possible, it is important to relate to people from different ethnic, racial, cultural, language, and gender backgrounds (Gay, 2010). Most people in the United States live in communities with others more alike than different from themselves and know little of significance about people who are different (Gay, 2010). Multicultural education is reflective of not just one reality and includes the viewpoint of other cultures to demonstrate the diversity of the world (Nieto, 2010). Nieto further implied that “multicultural literacy is as indispensable for living in today’s world as are reading writing, arithmetic, and computer literacy” (p. 35). TWI programs encourage cultural and linguistic minorities to maintain their language and heritage and teach all students the value of cultural and linguistic diversity (Howard et al., 2003).

Because students in TWI programs are taught together and the native language of language minority is used for academic learning, they have the potential of avoiding the negatives effects associated with a loss of cultural bearings and of preventing segregation (De Jong, 1996). Essential for successful communication and an understanding of the culture of others in a manner that reflects the social framework of any act of using language is the development of cultural awareness (Lenchuk & Ahmed, 2013). To achieve the goals of acculturation and developing positive relationships among students from different ethnic groups, student integration is necessary (De Jong, 1996).

Cummins (1992) developed a theory called transformative pedagogy that reinforces cultural identity and develops higher order thinking skills. Weintraub (2012) examined how teachers of Spanish-speaking English language learners in a dual language program and teachers in a traditional English as a second language program in Southern California compared in their perceptions of adhering to the concept of Cummins's transformative pedagogy for English language learners. The results of his study found that teachers in the dual language school perceived themselves to affirm the cultural identity of ELL to a greater extent than teachers in the traditional public school (Weintraub, 2012). In other words, Weintraub demonstrated that teachers in dual language programs perceive themselves as doing consistently more than teachers in the traditional public school to promote the culture of English language learners by encouraging the cultural identify through celebrating holidays and organizing school-wide festivals. In summary, it is claimed that dual immersion programs offer the least expensive and most effective outcomes for language acquisition, and becoming proficient

in a second language benefits students cognitively, academically, and socially (Mondloch, 2012).

Pedagogy, Culture, and Transition

This section of the literature review describes the links between dual language programs and pedagogical approaches used in their classrooms. First, it starts with a global synopsis of the history of pedagogy and didactics, followed by an overview of Freire's critical and dialogic pedagogy, diversity pedagogy theory (DPT), cultural relevant pedagogy (CRP), and culturally responsive theory; Vygotsky's sociocultural pedagogy; and Jim Cummins's transformative pedagogy. Finally, it describes known challenges for teachers and students who are transitioning from elementary to middle and high school.

The Emergence of Pedagogy and Didaktik (Didactics)

While at the center of most school teaching and teacher education in Continental Europe, relatively little attention was paid to pedagogy and didactics in Britain and North America until the 1970s and early 1980s (M. K. Smith, 2012). "Didactics" (n.d.) is simply defined in *Merriam-Webster's Online Dictionary* as systematic instruction. In his article, "Restrained Teaching: The Common Core of Didaktik," Hopmann (2007) used the German translation *Didaktik* for didactics, explaining that Didaktik is about how teaching can instigate learning, but learning as a content-based student activity not as swallowing a one-sided distribution by a teacher. In other words, the teacher does not overpower the student with knowledge but helps him to develop his own access (Hopmann, 2007). An essential aspect of meaningful learning is having student involvement (K. A. Smith et al., 2005). Looking back at history of the first centuries,

Hopmann (2007) related, “both in Greek and Roman teaching, a quite coherent understanding of the concept of Didaktik developed, as an approach to explain teaching by the order of contents taught and the ways and means of instruction and learning applied to this task” (p. 110). Another term that has hardly been used in Anglo-American culture but was first articulated by the ancient Greeks is *Bildung*, which is more than the mastery of contents or development of competences and abilities, more than “knowing something or being able to do it” (Hopmann, 2007, p. 115) but rather the self-cultivation and the free interplay between the individual and the cultural objects of a society (Hansen, 2008). In other words, according to Vásquez-Levy (2002), “Bildung is the process of developing a critical consciousness and of character-formation, self-discovery, knowledge in the form of contemplation or insight, an engagement with questions of truth, value and meaning” (p. 119). Teaching the order of knowledge by introducing the student to its concepts and structures is the scholastic sense of Didaktik (Hopmann, 2007). Hopmann explained that the problem of the school system has been from the beginning that there is far more between heaven and earth than any school curriculum can manage. Bildung-centered Didaktik offers an alternative view of curriculum as something broader and more profound than a simple state-mandated syllabus (Vásquez-Levy, 2002). Consequently, Didaktik became the main tool bridging the gap between centralized planning, done by state administration, and local practice, the actual teaching activity (Hopmann, 2007). In other words, Didaktik mainly developed as an academic discipline for teacher education (Hansen, 2008) and shares the notion of the classroom as a transformative space in which knowledge is created (Hopmann, 2007). Bildung-centered Didaktik therefore prevents the teacher from being consumed by simply

institutional concerns, which may be antagonistic to students' Bildung (Vásquez-Levy, 2002). This conception aligns with the creation of learning processes that help students better themselves and create a better life through social transformation and empowerment and is the opposition of dominant conceptions of education and schooling, which resembles Freire's critical and emancipatory pedagogy (Kellner, 2003). Critical pedagogy is explained in the following section.

Critical and Dialogic Pedagogy

Interest in pedagogy was reawakened by the decision of Paulo Freire to name his influential book *Pedagogy of the Oppressed*, which was first published in English in 1970 (M. K. Smith, 2012). As the pioneer of critical pedagogy, Freire (2000) argued that we should empower classroom participants to critically reflect upon the social and historical conditions that give rise to social inequalities and to question the status quo that keeps them subjugated or marginalized. He implied that education has become an act of depositing, in which the students are the depositories and the teacher is the depositor. He called this the "banking" concept of education, where instead of communicating, the teacher makes deposits that the students patiently receive, memorize, and repeat, resulting in becoming collectors of the things they store but lacking in creativity, transformation, and knowledge (Freire, 2000). Critical pedagogy focuses on how to create classroom spaces that challenge students to question assumptions, explicitly recognize power relationships in their analysis of situations, engage with other students in collaborative efforts to critically reflect on the embedded network of relationships, and consider alternatives for transformation of that network (Reynolds, 1997). Scorza, Mirra, and Morrell (2013) stated, "It is a framework that helps student connect to their own histories,

develop legitimate uses of their voices and employ tools to navigate social and political barriers” (p. 31). Extending these images of critical pedagogy established from the writing of Freire to developing the whole person not just a facet of a person by evolving and enlarging relationships with others is called “humanizing pedagogy” (Price & Osborne, 2000). Freire (2000) defined humanizing pedagogy as a teaching method that “ceases to be an instrument by which teachers can manipulate students, but rather expresses the consciousness of the students themselves” (p. 51). Freire further argued that teachers who are able to promote a humanizing pedagogy are more apt to develop “mutual humanization” in a dialogic approach with their students in which everyone ultimately develops a critical consciousness. The purpose is to support growth and human liberation, a process of reflection as a preparation for action, followed by reflecting on the results of one’s actions, which leads to new insights and therefore to new actions in an ongoing cycle of growth and learning (Ada, 2007). Alma Flor Ada accrued principles embodying her extensive learning experiences into the following guidelines she found beneficial for creating helpful learning experiences for students:

- live pedagogical principles instead of talking about them
- foster a spirit of trust and openness
- create opportunities for each student to engage both individually and in groups
- creating a sense of community
- knowledge generated and shared by everyone (Ada, 2007).

Freire’s critical pedagogy and Ada’s guidelines for helping students create successful learning experiences correspond with what the influential American philosopher John Dewey (1959) disputed:

The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences. (p. 77)

Furthermore, this parallels Hopmann's (2007) statement that the teacher should not overpower the students with knowledge but help them to develop their own access to it.

Freire's (2000) notion of dialogue is defined as the opportunity available to students to open up to the thinking of others and thereby not wither away in isolation, while Bakhtin's dialogic pedagogy theory stated that dialogue represents the ongoing interaction and engagement with ideas and expressions, not requiring an act of communication nor the requirement of face-to-face direct communication with another (Stewart & McClure, 2013). Further, Bakhtin claimed that the purpose of language education should be to develop more creative writers and speakers versus teaching students rules that they will never consciously apply—he named this the important distinction between schooling and creative, empowering education (Morrell, 2004). Stewart and McClure (2013) stated that embracing a dialogic pedagogy and engaging in a recursive dialogue with students offered a polyphonic alternative to traditional modes of teaching and helped surpass the isolation of teaching. Students who engage in dialogue with their teachers and influence their thinking make it possible to create a community of coteachers, both theoretically and literally (Stewart & McClure, 2013). Much like Freire's (2000) allegation that dialogue must make room for disagreement, questioning, and critique, Bakhtin suggested that disharmony and dissonance invites the consideration of new perspectives and fosters the development of new ideas (Stewart & McClure,

2013). A teacher using dialogic pedagogy asks information-seeking questions and treats students as capable and knowledgeable participants of a truth-seeking venture, and the student includes the teacher as part of this endeavor as well (Matusov, 2009). Actions and deeds are humanized by dialogue (Matusov, 2009). Matusov affirmed that Freire insisted on dialogue not because a dialogic instruction can increase test scores (it may or may not) but because without dialogue, education is not reflective (not critical in Freire's terms) and not humane (not "just and respectful"; p. 78).

Diversity Pedagogy Theory, Cultural Relevant Pedagogy, and Culturally Responsive Theory

Sheets (2009) explained that DPT is a set of principles that indicate the natural and inseparable connection between culture and cognition, acknowledging the critical role culture plays in the teaching-learning process. Although for children, the home environment is the primary source of cultural identity, the school can play an important secondary function (Reyes & Vallone, 2007). In other words, to be effective as a teacher, one must understand and acknowledge the critical role culture plays in the teaching learning process (Sheets, 2009). Taylor and Sobel (2011) implied:

In the context of the classroom, teachers' and learners' cultures are essential contributing factors in the social construction of learning, which is continually influenced by teachers' and learners' background knowledge, life experiences, cultural knowledge and commitment to an equitable and quality education for all.
(p. 39)

Along the same lines, Brown-Jeffy and Cooper (2011) wrote about CRP, indicating that teachers need to be nonjudgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom. Culture, an

important survival strategy that is passed down from one generation to another and guides and shapes behavior, not only needs to be acknowledged by teachers of multicultural classrooms but also understood and included in their instructional practices (Irvine, 2010). The delivery of CRP includes knowledge of who children are, how they perceive themselves, and how the world receives them (Brown-Jeffy & Cooper, 2011). CRP focuses on the point that every child is entitled to learn, which actually corresponds with NCLB's educational reform in 2001 that every child is entitled to learn. To assist teachers in teaching about diversity as well as interacting with the diversity found within their classroom to ameliorate the effects of cultural diversity, Brown-Jeffy and Cooper (2011) developed a framework consisting of the following five themes: (a) identity and achievement, (b) equity and excellence, (c) developmental appropriateness, (d) teaching the whole child, and (e) student-teacher relationships. The following paragraph details Brown-Jeffy and Cooper's (2011) conceptual framework of CRP.

Identify and achievement, Principle 1, stresses that embracing diversity is not just acknowledging it or seeing it but also affirming it as an asset (Brown & Cooper, 2012). As Delpit (1995) explained, it is significant to view students as resources who can help everyone learn what it feels like to move between cultures and language varieties to learn how to become citizens of the global community rather than seeing students as problems. Principle 2, equity and excellence, addresses giving students what they need (Brown-Jeffy & Cooper, 2011) and treating them equitably by having teachers accept students through affirmations of their cultural wealth (Gay, 2010). Developmental appropriateness, Principle 3, acknowledges the importance of knowing where children are in their cognitive as well psychosocial development, while Principle 4, teaching the

whole child, means that influences from initial cultural socialization experiences in the family and community shape the academic identity of students who enter the classroom (Brown-Jeffy & Cooper, 2011). Principle 5, student-teacher relationships, is based on the concept that the teacher is an important part in the lives of the students because of the amount of time spent in schools. Therefore, understanding the synergistic linkages between culture, communication, and cognition is crucial for successful student-teacher relationships (Gay, 2002). Gay stated that “culturally responsive teaching is defined as using the cultural characteristic, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106). She emphasized the need for teachers to also acquire knowledge about culturally responsive curriculum, of which there are three kinds: (a) formal plans for instruction approved by policy and governing bodies; (b) symbolic curriculum including images, symbols, icons, celebrations, and other artifacts that are displayed in classrooms; and (c) societal curriculum, the knowledge and ideas about ethnic groups that are portrayed in the mass media (Gay, 2002). Rychly and Graves (2012) described culturally responsive pedagogy as teaching practices that attend to the specific cultural characteristics that make students different from one another and from the teacher.

CRP can be used interchangeably with culturally responsive pedagogy. Taylor and Sobel (2011) explained in their book, *Culturally Responsive Pedagogy: Teaching Like Our Students' Lives Matter*, that culturally responsive pedagogy involves teachers responding to students by including elements of the students' culture and life experiences in their implementation of curriculum and instruction. Teachers are conduits of culture regardless of their content area (Taylor & Sobel, 2011). Taylor and Sobel stated, “When

culture is coupled with pedagogy, the result involves complex and comprehensive mix of knowledge and skills for teachers to use to engage a diverse student population” (p. ix). Globally, there is a pressing need for teachers to interact effectively with students and their parents who speak a different language and have different value systems, cultural norms, and religious beliefs.

Sociocultural Theory

Sociocultural theory reports that language acquisition and language learning happens through social interaction within an immediate social context (Christian et al., 1997). Vygotskian sociocultural theory (SCT) states that an emphasis on collaboration during instruction helps learners to understand and see how interactions with a social instructional network are crucial for an individual’s cognitive and linguistic development (Turuk, 2008). This theory has made a great impact not only on the learning and teaching profession in general but also on second-language acquisition. Firmly grounded in the works of Vygotsky, SCT assumes that children’s development is better comprehended through the context of participation in activities which require cognitive processing and communication instead of focusing solely on the individual (Taylor & Sobel, 2011). As such, Vygotsky guarded against “individualism,” because whatever the role of the individual may be, one cannot answer the question in the abstract; it can only be answered meaningfully in reference to a particular situation related to the question being asked (Rieber, Robinson, & Bruner, 2004). In other words, developmental processes happen through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction and in institutional context like schooling, work environment, and organized leisurely activities, as through interactions within these

social and material environments develop the most important forms of human cognitive activity (Lantolf, 2000). To directly quote Vygotsky, “If you break the pattern that connects the learning from the cognitive, emotional, and connotative aspects of mind, you create the danger of interfering in your ability to understand the natural view of human nature “ (Rieber et al., 2004, p. 3). According to Vygotsky (1978), social learning comes before development because “learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function” (p. 90).

Another substantial impact on a variety of research areas, such as psychology, education, and applied linguistics, is Vygotsky’s zone of proximal development (ZPD). (Lantolf, 2000). According to Vygotsky (1978), ZPD “is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). A compelling attribute of ZPD is that in contrast to traditional tests and measures that only indicate the level of development already achieved, ZPD is forward looking through its allegation that what one can do today with support is indicative of what one will be able to do independently in the future (Lantolf, 2000). The ZPD defines those functions that will mature tomorrow but are currently in an embryonic state (Vygotsky, 1978).

Transformative Pedagogy

At the pedagogical level, or teaching-learning process, transformative pedagogy engages students as critical thinkers, participatory and active learners, and envisioners of alternative possibilities of social reality (Nagda, Gurin, & Lopez, 2003). Cummins

(2000), professor at the Ontario Institute for Studies in Education of the University of Toronto and founding academic director of its TEFL certification program, also named the interactions between education and students that foster the collaborative creation of power transformative pedagogy. He urged educators to organize their interactions with students in such a way that power is generated and shared through those interactions and to arrange them by expanding students' options to identify formations and critical inquiry (Cummins, 2000). Cummins (1996) stated, "Transformative pedagogy uses collaborative critical inquiry to enable students to relate curriculum content to their individual and collective experience to analyze broader social issues relevant to their lives" (p. 157). The aspects of transformative pedagogy reinforce cultural identity and develop higher order thinking skills. Critical aspects of Cummins's frameworks are the following:

1. Focus on message: where students relate to their own experience and prior knowledge and develop self-esteem
2. Focus on language: development of critical language encompassing exploring the relationships between language and power
3. Focus on use: students have the opportunity to express their identities and intelligence through language.

As previously explained when elaborating on CRP, the pedagogy contains knowledge of who children are, how they perceive themselves, and how the world receives them (Brown-Jeffy & Cooper, 2011). When teaching is aimed at democracy, the instructor's role requires ethical mindfulness such as critical, reflexive concern for how the teacher's own values, ideologies, and position of power play in the teaching process (Nagda et al., 2003).

Transition From Elementary to Middle and High School

Transitions are often a difficult time of life, and the stress and challenge inherent in adjustment can create developmental crisis for any individual (Akos, 2002). Research has highlighted that developmental and academic difficulties for students are often connected with the transition from elementary to middle school, because it involves significant school and personal change (Akos, 2002). Associated with the transition from elementary school to middle and high school, students experience many alterations in their school environment, such as the student-teacher relationship that changes from small-group and individual instruction to whole-class instruction (Alspaugh, 1998) or managing new friendship and peer groups and navigating a new school and a different class schedule as well as receiving more difficult homework (Grills-Taquechel, Norton, & Ollendick, 2010). Young adolescents encounter more of everything: more space to navigate, more people with whom to interact, and more choices to make in terms of classes, friendships, and activities (Parker & Neuharth-Pritchett, 2009). In addition, this transition is commonly regarded as a period of stress and turmoil for young adolescents and has been associated with changes in anxiety and other psychological problems (Grills-Taquwchel et al., 2010). As it is in most countries in the industrialized world today, the problem of school violence is visible especially in middle and junior high school (Pellegrini, 2002). Pellegrini (2002) indicated that bullying in the form of physically, verbally, relationally, or sexually aversive behaviors increases as students transition to middle school; and despite the extent of the problem, the developmental or school contextual factors contributing to the increase and acceptance of aggression are not well understood.

Akos (2002) stated, “Helping students in transition is similarly challenging” (p. 339), and this coupled with the growth and expansion of elementary TWI programs are causing increasing interest in the design and implementation of secondary TWI programs (Montone & Loeb, 2000). Research suggests that teacher support can play an important role for early adolescents (Grills-Taquechel et al., 2010). Middle school teachers must carefully consider their role in the transition experience, as the issue of middle school transition is complex (Parker & Neuharth-Pritchett, 2009). Like all educators around the nation, middle school teachers encounter classrooms comprised of an unprecedented number of students from various cultural, ethnic, and racial backgrounds (Allison & Rehm, 2007). Some research states that meeting the needs of diverse students is even more challenging for middle school teachers than other teachers, because they must also help children deal with the unique developmental changes that occur in students during these years (Johnson, 2005). Therefore, middle school teachers must also be educated about and skilled in using pedagogy that is sensitive and responsive to the students’ developmental and educational needs (Johnson, 2005), as their classroom practices are all key components to ensure successful middle school transition for students (Parker & Neuharth-Pritchett, 2009).

Conclusions

Like general education, the success of bilingual education depends on the quality of instruction, continuity in program delivery, competence of instructional personnel, and size and composition of classes (Genesee, 2004). Genesee stated that there is a need for more research about what pedagogical approaches are most successful in promoting second-language acquisition, in particular instructional strategies that enhance students’

mastery of the formal features of the second language while maintaining their fluency in the first language. Nieto (2010) debated that bilingual education works but there is a need for strategies to improve it. According to Brasfield (2007), “Instructional strategies are standard methods of training that can be used to assist students to achieve academic success and reach basic proficiency levels” (p. 10). To prevent status differences from being reinforced in the classroom, ensuring that all students are both language learners and language models, teachers need to consider specific strategies (De Jong, 1996). Instructional approaches in dual language programs are designed to achieve both language acquisition and learning goals by teachers integrating verbal and nonverbal cues, manipulatives, and as much visual support as possible (Mondloch, 2012). This literature review delineated four mainstream pedagogical approaches, such as critical and dialogic, culturally relevant, sociocultural, and transformative pedagogy. Table 1 provides a summary.

Given that pedagogues’ actions speak to the moral responsibility they bear for the welfare and development of students, they are deeply intertwined with the responsibility of leading children into adulthood (Cuenca, 2011). Meeting the needs of diverse students is even more challenging for middle school teachers than other teachers, because they must also help children deal with the unique developmental changes that occur during this time (Johnson, 2005).

This literature review is directed toward the gap that exists between the success of dual language programs and the identification of key factors and pedagogical approaches used in their classrooms and provided a framework for the expert panelists who were consulted for this Delphi study. It addresses cultural aspects imbedded in four

Table 1

Overview of Discussed Pedagogies

Pedagogy	Scholars	Description
Critical & dialogic pedagogy	Freire (1921-1997), Brazil Mikhail Bakhtin (1895-1975), Russia	Argues to empower students to question assumptions and challenge unjust treatment (Freire, 2000) by engaging in a recursive dialogue with students. Using dialogic pedagogy asks information-seeking questions and treats students as capable and knowledgeable participants (Matusov, 2009).
Diversity pedagogy theory (DPT), cultural relevant pedagogy (CRP), culturally responsive theory	Sheets (Texas Tech University) Gay (University of Washington), Irvine (Emory University, Atlanta), and others	Emphasis on teachers' need to be nonjudgmental and inclusive of the cultural backgrounds of their students (Brown-Jeffy & Cooper, 2011). "Culture is the center of all we do in in education" (Taylor & Sobel, 2011, p. 207). Attending to the specific cultural characteristics that make students different from one another and the teacher (Rychly & Graves, 2012).
Sociocultural pedagogy	Lev Vygotsky (1896-1934), Russia	Language acquisition and learning happens through social interaction within an immediate social context (Christian et al., 1997). Children's development is better understood through the context of participation in activities, which require cognitive processing and communication (Taylor & Sobel, 2011).
Transformative pedagogy	Jim Cummins (University of Toronto)	Focus on interactions between educators and students that foster the collaborative creative of power (Cummins, 2000).

mainstream pedagogical approaches to incite the experts to identify key factors and pedagogical approaches that support TWI elementary school students successfully transitioning to middle and high school. There is a gap in literature due to a growing need to understand effective practices for secondary TWI programs (Bears & DeLong, 2008). The goal, as Cutshall (2009) stated, is educating internationally savvy citizens who have "the ability to learn and work collaboratively with individuals representing

diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, professional, and community contexts” (p. 40).

Synthesis Matrix

Appendix A is a synthesis matrix of the references found in the literature and their relevance to the major topics in this study.

CHAPTER III: METHODOLOGY

Overview

Chapter III describes the methodology used to conduct this study. It restates the purpose statement and research questions in order to provide the foundation for the study. The methodology used in this study was the Delphi technique, which facilitates a consensus from an expert panel on the key factors with suggestions of pedagogical strategies for dual language immersion programs that support the successful transition of TWI students from elementary to middle and high school so they maintain bilingualism and biliteracy, academic achievement above grade-level norms, and a positive cross-cultural attitude. Further, this chapter describes the population and sample. Data were collected in three rounds from a total of 16 experts. The data collection and analysis procedures were outlined in detail, and limitations of the research design were identified.

Purpose Statement

The purpose of this qualitative study was to identify and describe the opinions of experts and practitioners in the field of two-way immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Research Questions

In order to identify key factors and pedagogical strategies that successfully support current TWI students' transition into middle and high school, the following research questions were presented to a panel of experts in dual language programs:

1. What are key factors that support current elementary TWI students as they transition to middle and high school?

2. What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?
3. For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

Research Design

Methodology Description

The Delphi methodology is defined as a method for structuring a group communication process so that it is effective in allowing a group of experts, as a whole, to deal with a complex problem (Linstone & Turoff, 2002). Day and Bobeva (2005) described Delphi as a structured group communication method for soliciting expert opinion about complex problems or novel ideas through the use of a series of questionnaires and controlled feedback. The Delphi method is an iterative process to collect and refine the anonymous conclusions of experts using a series of data collection and analysis techniques intermingled with feedback (Skulmoski, Hartman, & Krahn, 2007). It is an accepted method for gathering data from respondents within their domain of expertise (Hsu & Sandford, 2007) and "useful where the opinions and judgments of experts and practitioners are necessary" (Yousuf, 2007, p. 1). Consulting a panel of experts in dual language programs to synthesize their knowledge and experience that identify and describe key factors and pedagogical strategies to support the successful transition of TWI students from elementary to middle and high school contributes knowledge to the field of pedagogy in bilingual education.

History

In the 1950s, Norman Dalkey of the RAND Corporation developed the original Delphi method for a U.S.-sponsored military project (Skulmoski et al., 2005). The name given to the Air Force-sponsored Rand Corporation study was “Project Delphi” (Linstone & Turoff, 2002). The technique was seen as a procedure to obtain the most reliable consensus of opinion of a group of experts by questionnaires interspersed with controlled opinion feedback (Dalkey & Helmer, 1963). Whereas the original intent of Delphi was a forecasting technique designed to predict the likelihood of future events, also called exploratory or conventional Delphi, the policy or decision Delphi seeks to generate the strongest possible opposing viewpoints on a policy issue from an expert panel (Yousuf, 2007). Since then, the use of Delphi has spread from its origins in the defense community in the United States to a wide variety of areas, such as prediction of long-range trends in science and technology to applications in policy formation and decision making (Rowe & Wright, 1999). Most Delphi studies in educational settings are normative Delphi studies, also called a consensus Delphi, which focuses on establishing what is desirable in the form of goals and priorities rather than speculating what is probable within a timeframe in the future (Yousuf, 2007). This research study is a normative Delphi.

Characteristics

When group consensus is desired, the traditional approach is a round table discussion, which has the following disadvantages: (a) the bandwagon effect of majority opinion, (b) persuasive individuals shape group opinion, (c) vulnerability of group dynamics to manipulation, and (d) unwillingness to abandon publicly stated positions

(Isaac & Michael, 1995). The Delphi study foregoes these disadvantages because its four key features are (a) anonymity, (b) iteration by providing the individuals with the opportunity to change their opinion and judgments without fear of losing face, (c) controlled feedback of a statistical summary of the group responses, and (d) the statistical aggregation of group reply (Rowe & Wright, 1999). By using experts' knowledge and combining and redistributing it, the study opens up doors and forces new thought developments to emerge (Neill, 2007).

Rationale for Selection of Delphi

As stated by Hsu and Sandford (2007), the Delphi technique used in this study gathered information from those who were immersed and imbedded in the topic of interest and could provide real-time and real-world knowledge to the field of pedagogy in dual language education. The commitment of this technique is to facilitate a consensus from an expert panel on the key factors with suggestions of pedagogical strategies for dual language immersion programs that support the successful transition of TWI students from elementary to middle and high school so they maintain bilingualism and biliteracy, academic achievement above grade-level norms, and a positive cross-cultural attitude. It was expected that there would be a diversity of opinions and therefore statistical techniques would not be appropriate. The researcher chose the normative Delphi technique to be the most effective approach for the purpose of this study because it is especially appropriate when there is incomplete knowledge about a problem or phenomenon (Skulmoski et al., 2007). There is a need for more research about which pedagogical approaches are most successful in promoting second-language acquisition, in particular in regard to instructional strategies that enhance students' mastery of the formal

features of the second language (Genesee, 2004). There is a gap in literature and a growing need to understand effective practices in TWI programs, in particular for secondary TWI programs, because studies in this particular field are scarce (Bears & De Jong, 2008). The synthesized knowledge from the selected expert panel provides expertise “from which one can learn a great deal about issues of central importance to the purpose of the research” (Patton, 2002, p. 46) and contributes to acquire more knowledge in the field of dual language education, as every program is a work in progress (Collier & Thomas, 2004). The goal of this study was to build consensus by using a series of questionnaires; therefore, a case study, for which the goal is to reconstruct and analyze a case from a sociological perspective, was not appropriate. Also, it was not the purpose of this study to discover a theory, such as a grounded theory where the data generate the theory, or to verify one, but to explore critical issues and equip those in leadership with information that could be vital in decision making and improvement of practices in the field (Nworie, 2011). As Nworie implied, the Delphi technique is an effective approach in cases that involve a problem for which the use of analytical techniques cannot be easily applied but which can benefit from subjective judgment, such as from the experts who provide an informed view on issues in their given field. The technique eliminates the bias that occurs when diverse groups of experts meet together, which is common with other methods of decision making (Aigbavboa & Thwala, 2012). Therefore, the Delphi technique mitigates human natural tendencies to allow domination of strong voices or tangents in the discussion during face-to face- meetings and provides a cost- and time-effective method to reach out to experts who traditionally would not have been able to participate in broad-scale research (Prince, 2006). As such, the experts are

geographically dispersed in the United States, and would not be able to physically meet; yet the Delphi process allows blending their knowledge despite physical distance. Most importantly, as described by Linstone (1978), because “the problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis” (p. 275), it was appropriate to use the Delphi technique for this study.

Population

A population is a group of individuals, objects, or events that conform to specific criteria to which the result of the research is intended to generalize (McMillan & Schumacher, 2010). The target population for this study was educators with experience in TWI programs, such as teachers and administrators, and researchers working and investigating different aspects of dual language programs. The U.S. Census Bureau (2013) reported 422 dual language programs in the United States, of which 312 are located in California (California Department of Education, 2014). The sample was collected from the national target population of educators and researchers working in and investigating different aspects of dual language programs in the United States. The results of this study are applicable to the target population of dual language schools and educators nationally.

Sample

The group from which the researcher collects data is called sample and is drawn from the population (Patten, 2012). For this study, purposeful sampling was used as the sampling technique. Purposeful sampling is when researchers purposefully select individuals they believe will be good sources of information (Patten, 2012), and a judgment on the basis of their knowledge of the population is made about which subjects

should be selected to provide the best information to address the purpose of the research (McMillan & Schumacher, 2010). The original Delphi study developed by Dalkey and Helmer (1963) was conducted with seven experts, and consensus suggests that the most reliable samples for Delphi studies should be small—fewer than 20 participants. The selection of the panelist in a Delphi study is crucial, and it is recommended to solicit nominations of well-known and respected individuals within the target group of experts (Linstone & Turoff, 1975). Mead and Mosely (2001) explained that experts can be defined in a number of ways, such as their position in a hierarchy, public acknowledgement, or as recommended by other participants in a study. Experts think and behave qualitatively differently than novices and exhibit mastery within their domain (Palmer, Stough, Burdenski, & Gonzales, 2005). They should (a) exhibit a high degree of knowledge of experience in the subject matter and (b) be representative of their profession so that their suggestions may be adaptable or transferable to the population (Aigbavboa & Thwala, 2012). Patton (2000) recommended developing a sampling strategy that supports and aligns with the stated research purpose and questions; therefore, for the purpose of this study, the panel of experts consisted of researchers, administrators, and teachers, defined as follows:

1. Researchers/authors: This study was intended to include five researchers who had been working in the field of dual language programs and had published two or more articles or books in the past 10 years. They held a doctoral degree and preferably had previous teaching experience. Selecting researchers was crucial for the composition of the expert panel for this study, because they are experienced professionals who can provide an informed view on issues in their given field (Nwori, 2011). Also, a

necessary condition for determining expertise is social nomination and recognition (Agnew, Ford, & Hayes, 1997).

2. Teachers: This study was intended to include five teachers holding a state-required teaching credential and who had a minimum of five years of teaching experience in dual language programs. The reason to include teachers into the expert panel group was to overcome the circumstance that Morrell (2004) described: “Too often teachers, the primary agents of activism and reform in schools are left out of larger discussion about curriculum and pedagogy” (p. 90).
3. Administrators/principals: This study was intended to include five administrators and principals with a minimum of five years of experience leading a dual language/immersion school or spearheading TWI programs. Also, they held a state-required administrative credential. Administrators and principals generally oversee multiple dual language programs and can contribute relevant input (Pill, 1971) and like the researcher, hold social nomination and recognitions, a necessary condition for determining expertise (Agnew et al., 1997).

The above-mentioned composition of the expert panel affiliates with Mead and Mosley’s (2001) recommendation that a heterogeneous sample is better for the validity of the finding. This selection also aligns with Hsu and Sandford’s (2007) declaration that Delphi subjects should be highly trained and competent within the specialized area of knowledge related to the target issue. Researchers using teaching experience as a criterion to select their samples generally require three to five years of teaching experience, which reflects approximately 6,500 hours of practice: 7 hours per day for 185

days for 5 years (Palmer et al., 2005). The selected panelists were not intended to interact with another, and their identities were to remain confidential.

Site selection, in which a site is selected to locate people involved in a particular event, involves the identification of criteria required for a site to align with the research program and purpose (McMillan & Schumacher, 2010). Purposefully selected panelists were from the geographical area of the United States—researchers, administrators, or teachers of dual language immersion programs of any language. Only one Delphi panel member was chosen from one TWI program or school, as panelists cannot be from the same site. Selection was based on convenience and willingness to participate in the study and on fulfilling the criteria of expertise as defined earlier. Prior to inclusion in the study, the researcher verified the credentials of the panelists based upon the criteria listed. Following is the instrumentation section that discusses the type of data collection used with the population and sample groups.

Instrumentation

Instrumentation or measure is the type of measurement devices used in a study (Patten, 2010). Data for this Delphi study were collected by a web-based tool called SurveyMonkey (2015) in the form of open-ended questions for Rounds 1 and 3 and numerical rating using a Likert-type scale for Round 2. The range of the Likert scale was from 1 to 5, where 1 meant *very unimportant*, 2 *unimportant*, 3 *neither important nor unimportant*, 4 *important*, and 5 *very important*. Follow-up e-mails were used to encourage prompt responses to the questionnaires.

For forming the expert panel, a letter (Appendix B) was sent to prospective candidates along with a consent form (Appendix C) and Brandman University (n.d.)

Institutional Review Board's Research Participant's Bill of Rights (Appendix D).

Following are the research questions and materials handed out to the panelist for each round:

Round 1

Appendix E presents the letter that was sent to the identified panelists, and Appendix F shows the included attachment providing them with the definitions of terms. The letter explained the value of an expert panel for this study, provided a timeline with due dates and estimates of time commitment, stated the purpose of the study, and contained the following research question:

What are key factors that support current elementary TWI students as they transition to middle and high school?

Round 2

Appendix G shows the letter to the panelist for Round 2, thanking them for their responses from Round 1 and displaying the following research question:

What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?

Round 3

The third and final letter to the panelists is presented in Appendix H with the attachment of a summary of pedagogical approaches, as shown in Appendix I. The letter thanked them for their participation in the previous rounds, restated the goal of the study, and explained that this was the last round. It included the following research question:

For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

The researcher listed and shared the descriptive responses with the expert panel. The individual responses remained confidential, and the results were reported confidentially.

Validity

Validity of qualitative research is the degree to which the interpretations have mutual meanings between the participants and the researcher (McMillan & Schumacher, 2010). The field-test, described next, demonstrated that the research questions were expected to result in data that were useful in answering the research questions. The instruments were revised based on the feedback of the experts piloting the research. Adhering to the outlined data collection process and verifying with the experts the accuracy of the survey responses (member checking) demonstrated internal validity and reliability of this study. External validity refers to the generalizability of the study, which, by using the Delphi technique, is subject to the experts' expertise, knowledge, interpretations, and perceptions. For the purpose of this study, generalizability was enhanced through the diversity of the sample. The diversity of opinions the group brought to bear minimized the possibility of overlooking some obvious aspect of a question (Pill, 1971). Also, for the purposes of this study, generalizability was enhanced through three rounds of data collection.

Qualitative researchers often use the term credibility or trustworthiness to refer to the concept of validity (Roberts, 2010). Roberts emphasized the importance of honest

data interpretation by not deceiving others or misrepresenting one's work. Yousuf (2007) stated that the results of a Delphi sequence are only as valid as the opinions of the expert panel. In this study, the validation of the findings were enhanced by the technique of "member checking," which means that after the researcher's interpretation of the results from the experts, she verified the accuracy of the survey responses with them via e-mail. In Round 1, she verified the interpretation of two answers with two experts.

Reliability

Reliability refers to a test yielding consistent results and being objective (Patten, 2012). Using the Delphi method, the factor of reliability rests in the consistency and dependability of the manner in which the data were collected (Aigbavboa & Thwala, 2012). This study collected data unvaryingly and consistently from all panelists as described in the data collection process to ensure reliability.

Field-Test

A field-test was conducted with an expert, a principal, to ensure that the questions of this Delphi study were clear, well defined, and logical. The principal had 14 years of experience leading a TWI school in San Bernardino County and did not participate in the main study. The field-test was piloted with the principal in January 2015. Comments and feedback from the expert included a couple of suggestions about rewording the second part of Research Question 2, which the researcher incorporated when finalizing the research questions.

Data Collection

According to Linstone and Turoff (1975), a Delphi study is more productive if the researcher sees her role as producing results and not as "surveying" things that are

already there. The researcher was determined to produce the result of identifying and describing key factors and determining pedagogical strategies that support the successful transition of TWI student from elementary to middle and high school. According to Linstone and Turoff (1975), three rounds proved sufficient to reach stability in the responses, because further rounds tended to show very little change and excessive repetition was unacceptable to participants. This normative Delphi study was conducted in three rounds. Figure 1 visually illustrates the step-by-step process by listing the participants' duties in the left column and the researcher's actions in the right column.

Prospective experts were mailed a letter as shown in Appendix B. After having identified 15 experts who agreed to the Brandman University's Informed Consent Form Waiver (Appendix C) and Research Participant Bill of Rights (Appendix D), they were sent an e-mail with the instructions and the link to SurveyMonkey to document their answers to the question of Round 1 (Appendix E and Appendix F). They were given 7 days to complete Round 1, and a friendly reminder was sent to them after Day 4 to complete the survey within the next three days (Appendix J).

Three days after the Round 1 completion deadline, in Round 2 the experts were presented with the results of Round 1 and instructed to rate the degree of importance with a Likert-type scale of all the listed practices. The letter that went out to the expert panelists is shown in Appendix G. They were given 1 week to complete Round 2. A friendly reminder was sent to them after Day 4, asking them to complete the ranking within the following 3 days (Appendix K).

Three days after the Round 2 completion deadline, as preparation for Round 3, the most highly ranked factors were sent back to the experts with the reinforcement to reflect

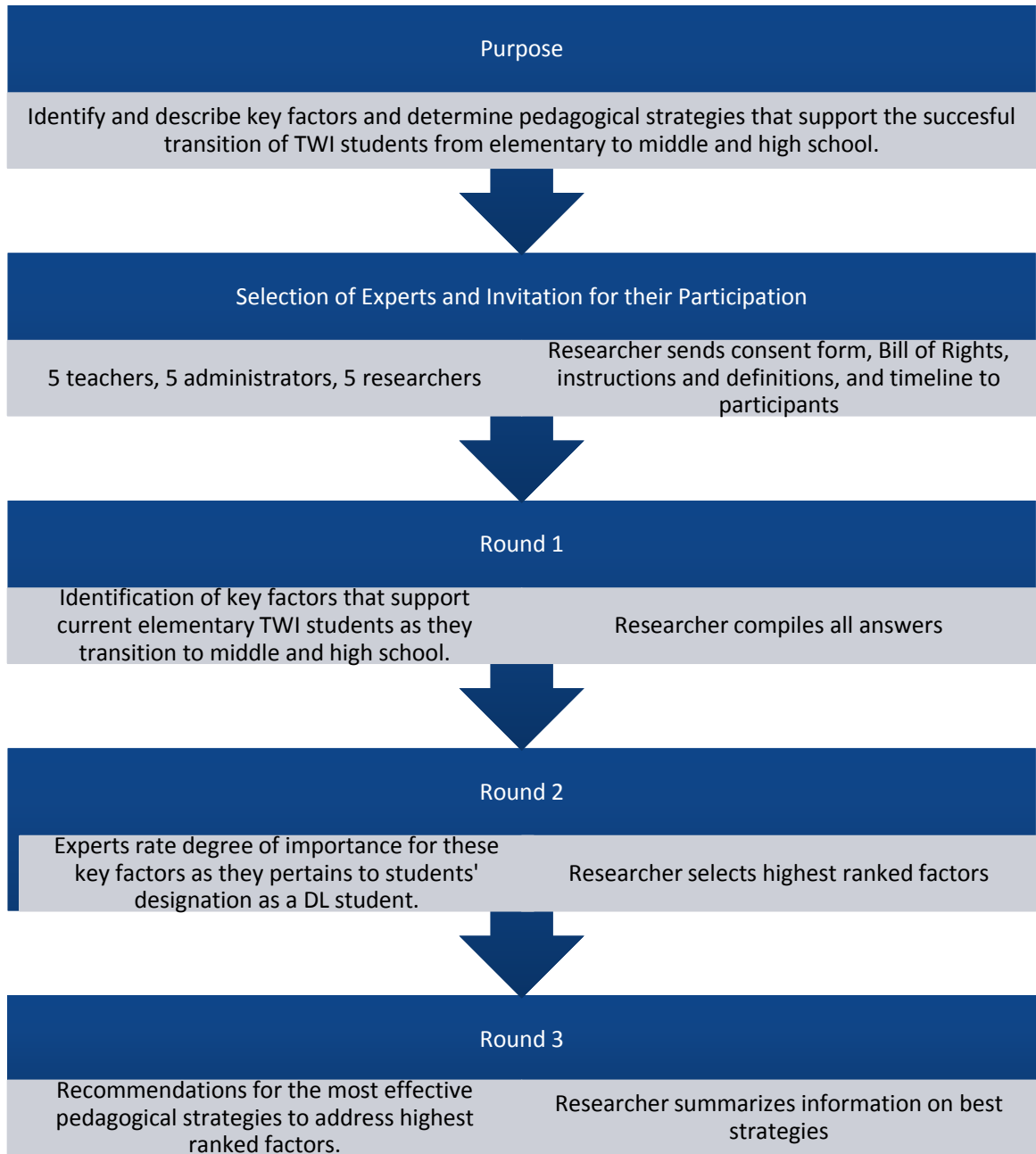


Figure 1. Step-by-step process of study's methodology.

upon and identify successful pedagogical approaches that support the transition of TWI elementary school students to middle and high school. The experts were sent an attachment (Appendix I) with a summary of the study's literature review on pedagogy and were reminded of the study's goal to produce a result that can be used as guidelines

for establishing successful TWI programs in middle and high schools and of course for other pedagogues in dual language education. The letter sent to the expert panelists is shown in Appendix H. Once again, the experts were given 7 days to complete Round 3, and a friendly reminder was sent to them on Day 4 (Appendix L). The researcher kept print copies of all electronic responses and materials used in a secure place to increase validity and reliability. The experts did not interact with each other, so their identities remained confidential.

Data Analysis

The responses from the three rounds of the Delphi process identified and described the opinion of experts and practitioners in the field of TWI programs on key factors and determined pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. The descriptive analysis started by reviewing the responses from the three rounds of the Delphi process. The emergent themes and the experts' interpretation are fundamental to the Delphi process (Hsu & Sanford, 2007). The researcher evaluated collected data from Round 1 and sorted the responses into themes by determining the presence of similarities and differences according to collecting frequency data measures, which are reported in detail in Chapter IV. The expert panelists' unique responses led to the identification of themes that emerged from the surveys in an attempt to provide one universal description (Hasson, Keeney, & McKenna, 2000). The unfolding of the themes and commonalities are reported through the analysis.

After Round 1, the researcher listed all the key factors supporting the successful transition of TWI students from elementary to middle and high school and returned the

complete list to the panelists, who then rated the significance of these factors in Round 2 as they pertained to the students' designation as dual language students.

For Round 2, the experts ranked the key factors gathered from all of them with a 5-point Likert ranking of 1-5. The major statistics used in the Delphi methodology are measures of central tendency (means, median, and mode) and level of dispersion (standard deviation and interquartile range) that are computed to provide participants with information about collected opinion (Hasson et al., 2000). The researcher calculated the mean scores and standard deviation for each factor so the highest ranked ones emerged.

In Round 3, the expert panel determined and described pedagogical strategies to successfully address the highest ranked factors identified in Round 2. The researcher summarized the experts' answers by sorting the responses according to the presence of similarities and differences into categories.

Limitations

Although Delphi appears to be a straightforward approach to doing research for building consensus, it is not without limitations (Yousuf, 2007). The limitations to this study were those described by Linstone and Turoff (1975):

- Imposing monitor views and preconceptions of a problem upon the respondent group by overspecifying the structure of the Delphi and not allowing for the contribution of other perspectives related to the problem
- Assuming that Delphi can be a surrogate for all other human communications in a given situation

- Poor techniques of summarizing and presenting the group response and ensuring common interpretations of the evaluation scales utilized in the exercise
- Underestimating the demanding nature of a Delphi and the fact that the respondents should be recognized as consultants and properly compensated for their time if the Delphi is not an integral part of their job function. (p. 6)

The researcher made every attempt to gather objective data by being aware of these limitations. For example, in order to correctly summarize and present the group responses, the researcher used the technique of “member checking.” Member checking is when the researcher frequently confirms the participants’ meanings with the individuals through casual conversations in informal situations (McMillan & Schumacher, 2010). This was done for two answers to Round 1 from two experts before they were presented to the entire expert panel in the table for rating in Round 2. Furthermore, to acknowledge the time demand from the expert panel, the researcher continuously valued their time and efforts by thanking them via e-mail for participating in the Delphi study and sending gift cards for completing all three rounds of the study.

Summary

This chapter provided an in-depth explanation of the Delphi technique and the reasons why this particular technique was chosen for this study. The researcher via this study interviewed key knowledgeable teachers, administrators, and researchers in dual language programs to solicit the latest and best thinking about a proposal. The Delphi technique was completed in three rounds, and the researcher facilitated the process by using the web-based tool SurveyMonkey to pose open-ended questions for Rounds 1 and

3 and a Likert-scale for rating in Round 2. The next chapter presents the data that were collected during this research project.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter IV reviews the purpose of the study, the research questions, the research methodology, and the data collection procedures. In addition, a description of the data collected from the online surveys is included. The chapter presents the analysis of the data collected and includes narrative descriptions, tables, and charts. The analysis of findings for each of the three research questions is described, and the chapter concludes with a summary of findings.

Purpose Statement

The purpose of this qualitative study was to identify and describe the opinions of experts and practitioners in the field of two-way immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Research Questions

In order to identify key factors and pedagogical strategies that successfully support current TWI students' transition into middle and high school, the following research questions were presented to a panel of experts in dual language programs:

1. What are key factors that support current elementary TWI students as they transition to middle and high school?
2. What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?

3. For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

Research Methods and Data Collection Procedures

This study used a structured group communication method for soliciting expert opinion about novel ideas through the use of a series of questionnaires and controlled feedback, called Delphi (Day & Bobeva, 2005). The Delphi method is an iterative process to collect and refine the confidential conclusions of experts using a series of data collection and analysis techniques intermingled with feedback (Skulmoski et al., 2007). It is an accepted method for gathering data from respondents within their domain of expertise (Hsu & Sandford, 2007) and “useful where the opinions and judgments of experts and practitioners are necessary” (Yousuf, 2007, p. 1). The intention of this study was to contribute knowledge to the field of pedagogy in bilingual education by consulting a panel of experts in dual language programs to synthesize their knowledge and experience that identify and describe key factors and pedagogical strategies to support the successful transition of TWI students from elementary to middle and high school. The Delphi method included three rounds of questions.

The data for this Delphi study were collected by a web-based tool called SurveyMonkey in the form of open-ended questions for Rounds 1 and 3, and a numerical rating using a Likert-type scale for Round 2. The range of the Likert scale was from 1 to 5, where 1 meant *very unimportant*, 2 *unimportant*, 3 *neither important nor unimportant*, 4 *important*, and 5 *very important*. Follow-up e-mails were used to encourage prompt responses to the questionnaires.

Round 1 was administered over a period of 1 week, from January 31, 2015 through February 6, 2015. A reminder e-mail was sent to all participants on February 4, 2015, and another one to only the people who had not yet completed the survey on February 6, 2015. Round 2 was administered for 1-week period from February 9, 2015 through February 15, 2015. E-mail reminders were sent to all participants on February 11, 2015 and to those who had not yet completed the questions on February 12 and 15, 2015. Round 3 was administered on February 17, 2015 through February 23, 2015. A reminder e-mail was sent to all participants on February 19, 2015 and to just those participants who had not yet completed the survey on February 22 and 23, 2015.

The research design and interview schedules were approved by the Brandman University Institutional Review Board (BUIRB) prior to data collection (Appendix M). The data collection procedures were intended to protect the rights of the participants (McMillan & Schumacher, 2010; Patton, 2002). To retain confidentiality, participants' identities and the name of their sites or institutions were available only to the researcher.

This study used conventional content analysis to examine the data collected in Round 1. Conventional content analysis means that codes were defined during data analysis and were derived from the data to gain a richer understanding of the phenomenon (Hsieh & Shannon, 2005). Then, by sorting the codes into categories based on how different codes were linked, emergent categories were used to organize codes into meaningful clusters (Hsieh & Shannon, 2005). For Round 2, in order to determine the relevance of the keys factors from Research Question 1, mean scores and standard deviation were calculated for each factor to identify the highest ranked ones. Then they were put into emerging themes. For Round 3, this study used directed content analysis.

Direct content analysis uses prior research to categorize data with the goal to conceptually extend a framework (Hsieh & Shannon, 2005). In this case, themes related to curriculum were directly compared to the four identified pedagogical approaches. The researcher describes and displays the findings later in this chapter.

Population and Sample

The target population for this study was educators with experience in TWI programs, such as teachers and administrators and researchers working and investigating different aspects of dual language programs. The U.S. Census Bureau (2013) reported 422 dual language programs in the United States, of which 312 are located in California (California Department of Education, 2014). The sample was collected from the national target population of educators and researchers working in and investigating different aspects of dual language programs in the United States.

The sample population for this study was purposefully selected from the target population. Purposeful sampling is when researchers select individuals they believe will be good sources of information (Patten, 2012), and a judgment on the basis of their knowledge of the population is made about which subjects should be selected to provide the best information to address the purpose of the research (McMillan & Schumacher, 2010). The goal of the research study was to synthesize the opinions of experts and practitioners in the field of TWI programs. For the sampling strategy to support and align with the purpose and questions of this study, the panel of experts consisted of researchers, administrators, and teachers, defined as follows:

1. Researchers/authors who had been working in the field of dual language programs and published two or more articles or books in the past 10 years. They held a doctoral degree and preferably had previous teaching experience.
2. Teachers holding a state-required teaching credentials and had a minimum of five years of teaching experience in dual language programs.
3. Administrators/principals with a minimum of five years of experience leading a dual language/immersion school or spearheading TWI programs. Also, they held a state-required administrative credential.

This composition of the expert panel coincides with Mead and Mosley's (2001) recommendation that a heterogeneous sample is better for the validity of the finding. Furthermore, only one Delphi panel member was chosen from one TWI program or school; experts could not be from the same school site.

To establish the panel, the researcher contacted researchers of whose work she studied for the literature review. She also contacted administrators and teachers directly by sending e-mail and calling their schools from the directory of *Two-Way Bilingual Immersion Programs in U.S. Schools* published by the Center for Applied Linguistics (2011). The majority of principals and teachers were recruited indirectly by reaching out to friends and colleagues and referrals from already recruited participants. In summary, over 100 e-mails were sent and phone calls made to employ researchers, administrators, and teachers. The goal was to have 15 panel members, ideally five from each of the categories of researchers, administrators, and teachers.

All of the respondents who met the criteria were used in the study. Three teachers wanted to participate but did not meet the requirement of having taught TWI students for

five years. A total of 17 panelists who met the requirements agreed to participate in the study and signed the consent form. They were seven researchers, four administrators/principals, and six teachers. Of the 17 panelists, 16 experts participated in each round of the study, resulting in a 94.12% response rate. The one participant who did not follow through was an administrator, which resulted in having only three participants from that particular group.

Demographic Data

Demographic characteristics provide relevant information regarding the study populations and sample (McMillan & Schumacher, 2010; Patten, 2012). The following demographic information was collected for the participants: years within current field of research, and teaching experience, including grade level and language specialization. Table 2 provides a breakdown of the participant group of researchers/authors, indicating their experience and current research interests and topics.

Table 3 provides a breakdown of the participant group of administrators and principals indicating their years of relevant experience, grade level of schools, and language of TWI programs at the school.

Table 4 provides a breakdown of the participant group of teachers, indicating their years of relevant experience and grade level and language taught. Grades K-5 are represented as well as teaching experiences up to 20 years.

Presentation and Analysis of Data

This section of the report presents the data and resulting findings. These findings are organized in accordance with the three research questions.

Table 2

Researcher's and Authors' Participant Demographics

Participant group researchers	Experience	Current research/focus
Researcher 1	5 years as dual language curriculum specialist	Teacher practice and effectiveness in teaching English as a second language (ESL) and dual language students
Researcher 2	2 years of teaching dual language, 20+ years in teaching educators in the dual language field	Teacher development for and student language development in immersion
Researcher 3	30 years of research	Student language proficiency and academic success for different subgroups of students in dual language programs
Researcher 4	9 years in elementary dual language	Effective outcomes and language development in dual language programs
Researcher 5	2 years in eighth and ninth grade, multiple years of ESL, consulting administration in the area of dual language	Integration of language and content instruction, cross-cultural development, and students with special needs
Researcher 6	Multiple years of evaluating biliteracy development of students in and creating resources for TWI programs	Focus on program evaluations, conference presentations, program implementation, and linguistic and cultural equity
Researcher 7	8 years in administration	Interest in how bilingual children can be positioned or position themselves in academically powerful ways within a classroom

Table 3

Administrator and Principal Participant Demographics

Participant group: Principals/ administrators	Experience in current position	Grade level	Language
Expert 1	7 years	K-6	Spanish
Expert 2	8 years	K-5	Mandarin and Spanish
Expert 3	8 years	K-6	Spanish

Table 4

Teacher Participant Demographics

Participant group: Teachers	Experience in current position	Grade level	Language
Expert 1	5 years	Kindergarten	Korean
Expert 2	14 years	Kindergarten, 1st, 2nd, & 3rd grade	Spanish
Expert 3	20 years	Kindergarten & 3rd grade	Spanish
Expert 4	10 years	2nd and 3rd grade	Spanish
Expert 5	6 years	4th grade	Spanish
Expert 6	5 years	5th grade	Spanish

Research Question 1

Research Question 1 asked a panel of experts in dual language programs, “What are key factors that support current elementary TWI students as they transition to middle and high school?”

The survey sent to the 17 expert panelists was open ended, eliciting their responses on what they perceived were key factors that successfully support elementary TWI students as they transition to middle and high school. Appendix N presents Round 1 survey questions. Sixteen panelists responded in statement form or listed perceived key factors in bullet points. Appendix O catalogs all of the 16 answers as they were entered into SurveyMonkey by the panelists. In order to maintain the integrity of the answers, all returns were carefully reviewed and key factors only edited or eliminated when the same factor was expressed in different words, the factor was too intricate to list, or multiple factors were listed in a single entry. Table 5 presents the condensed list of the

Table 5

Experts' Key Factors, Sorted

Factor #	Factor
Program/curriculum	
1	Alignment of programs among elementary, middle, and high school
2	Very well-implemented continuation program at middle and high school
3	Informed middle and high school teachers about the needs of entering students/communication between schools
4	Communication between educators at every level
5	Strong administrative support from “receiving” and “sending” school
6	Administrative support from the district
7	High expectations for fifth- and sixth-grade students
8	Challenging curriculum in both Spanish and English that is tied to the common core and state standards
9	TWI courses should satisfy core content requirements whenever possible so that students can take other electives.
10	Reclassify students before moving to middle school so they have the opportunity to choose other electives
11	AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program
12	High school offers Spanish literature to allow continuation of high levels of instruction
13	Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language
14	Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology
Culture	
15	TWI program needs to be centered in the school’s identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized.
16	Create a culture within the school of biliteracy
Strategies	
17	Instilling a sense of love for learning languages by supporting students’ zone of proximal development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help.

Table 5 (continued)

Factor #	Factor
Strategies	
18	Support a strong self-identity as bilingual, biliterate, and bicultural learner through teaching student to have a “growth mindset” (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)
19	Same supports any student needs with that transition
20	Development of vocabulary and writing in two languages.
21	Ability to read and write in two languages at the grade equivalency level
22	Expose students to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others
23	Independent learning (learning how to learn; study skills and knowing how to find information in the two languages)
24	Becoming comfortable with the norms and way of doing things within the two cultures represented by the two languages.
25	Developing “funds of knowledge” (knowledge students gain from their family and cultural backgrounds, to make their classrooms more inclusive)
26	Developing students’ social skills and tolerance for cultural and personal diversity by having them collaborate with their peers inside and outside the classroom
27	Older students assist in academic and social activities with younger students or within the community allowing the more practical application of their second language, building confidence and social skills in the needed areas
28	Creation of measures across fifth and eighth grade for competency testing to regularly monitor the students’ progress as well as address the areas of the fluidity of teaching through the grade levels
29	Creative problem solving
Support/staff	
30	Parental support and education of parents, such as workshops to emphasize the importance of staying in and continuing the program and how to support students’ learning
31	Community support/community service opportunities to use the language within communities for authentic experiences with the target language community
32	Integration of TWI students with the rest of the school/taking classes with students who come from other elementary schools
33	Highly informed, engaged, and passionate teachers to keep students motivated to continue to use the minority language
34	Teachers with high level of language proficiency to provide challenging language experience for students (not foreign language teachers)
35	Staff’s belief and confidence in the program goals and in adjusting the schedule to meeting dual language (DL) student needs

most relevant key factors that support elementary TWI students as they transition to middle and high school. The researcher sorted the factors into four major themes: (a) program/curriculum, (b) culture, (c) strategies, and (d) support/staff.

It was evident from the results of the first round of the study that the experts identified a variety of key factors that support the successful transition of elementary TWI students to middle and high school. Some panelists candidly described how their own school or supervised programs work, while others listed and elaborated on influences and factors they perceive are significant for a successful transition of TWI students from elementary to middle or high school. In the case where experts described detailed strategies on how to support elementary TWI students, the researcher did not grade them as key factors due to it being too intricate to list.

Research Question 2

Research Question 2 asked the expert panel to rate the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student. In the second round, the researcher listed 35 key factors that emerged from Round 1 (Appendix P). The rating range of the items was placed on a Likert scale from 1 to 5. The experts rated the relevance of key factors with the following criteria: 1 meant *very unimportant*, 2 *unimportant*, 3 *neither important nor unimportant*, 4 *important*, and 5 *very important*. Appendix Q presents a summary of the ratings.

All 16 panelists rated the 34 key factors within the required timeframe. One panelist did not rate Factor 20. The researcher analyzed the degree of relevance of the identified key factors as they pertain to the students' designation as a dual language student based on the panel of experts' ratings by looking at the cumulative total of 100%

of *very important* and *important* rated factors, factors ranked as *very important* and *important* resulting in the cumulative total in the 90th percentile range, the mean, and standard deviation.

One factor (Factor 34) received the cumulative total of 100% of *very important*: The most relevant factors that support current elementary TWI students as they transition to middle and high school. Table 6 presents the nine items rated as *very important* and *important* equaling 100%.

Table 6

Percentage Distribution of Ranked Factors as Very Important and Important Equaling 100%

Factor	(4) Imp.	(5) Very imp.	Total sample
3. Informed middle and high school teachers about the needs of entering students/communication between schools	25.00% <i>n</i> = 4	75.00% <i>n</i> = 12	16
4. Communication between educators at every level	18.75% <i>n</i> = 3	81.25% <i>n</i> = 13	16
5. Strong administrative support from “receiving” and “sending” school	25.00% <i>n</i> = 4	75.00% <i>n</i> = 12	16
6. Strong administrative support from the district	25.00% <i>n</i> = 4	75.00% <i>n</i> = 12	16
7. High expectations for fifth- and sixth-grade students	12.50% <i>n</i> = 2	87.50% <i>n</i> = 14	16
22. Expose students to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others	37.50% <i>n</i> = 6	62.50% <i>n</i> = 10	16
33. Highly informed, engaged, and passionate teachers to keep students motivated to contribute to use the minority language	6.25% <i>n</i> = 1	93.75% <i>n</i> = 15	16
34. Teachers with high level of language proficiency to provide challenging language experience for students	0.00%	100% <i>n</i> = 16	16
35. Staff’s belief and confidence in the program and in adjusting the schedule to meeting DL student needs	6.25% <i>n</i> = 1	93.75% <i>n</i> = 15	16

Twelve items were rated as *very important* and *important* resulting in the cumulative total in the 90th percentile range. Table 7 displays these 12 factors.

Table 7

Factors Ranked as Very Important and Important Resulting in the Cumulative Total in the 90th Percentile Range

Factor	(3) Neither imp. nor unimp.	(4) Imp.	(5) Very imp.	Total sample
1. Alignment of programs among elementary, middle, and high school	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
2. Very well-implemented continuation program at middle and high school	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
12. High school offers Spanish literature to allow continuation of high levels of instruction	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language programs a centerpiece. If the program is simply an add-on, it will remain marginalized.	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
21. Ability to read and write in two languages at the grade equivalency level	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
25. Developing "funds of knowledge" (knowledge students gain from their family and cultural backgrounds, to make their classrooms more inclusive)	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
26. Developing students' social skills and tolerance for cultural and personal diversity by having them collaborate with their peers inside and outside the classroom	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16
31. Community support/community service opportunities to use the language within communities for authentic experiences with the target language community	6.26% <i>n</i> = 1	37.50% <i>n</i> = 6	56.25% <i>n</i> = 9	16

The mean is the arithmetic average of all scores and most frequently used measure of central tendency, because every score is used in computing it (McMillan & Schumacher, 2010). Table 8 presents the descending mean ratings of the 35 factors identified from Round 1. Table 8 also displays the minimum and maximum scores given for each factor and the standard deviation. To show the average dispersion of scores around the mean, the standard deviation, a numerical index that indicates the average variability of the scores, tells us about the distance of the scores from the mean (McMillan & Schumacher, 2010).

Round 2 survey extracted the experts' ratings of the relevance of the key factors as it pertains to the children's designation as a dual language student. The major statistics used in the Delphi methodology are measures of central tendency (means, median, and mode) and level of dispersion (standard deviation and interquartile range) that are computed to provide participants with information about collected opinion (Hasson et al., 2000). The researcher of this study used the mean scores and standard deviation.

The data were converted into percentages of experts' ratings, mean, and standard deviation. Totaling the sum of the Likert score ratings and dividing by the number of expert participants derived the mean scores. It was evident that the highest ranked factor, agreed upon by 100% of the panelists, was Factor 34, "Teachers with high level of language proficiency to provide challenging language experience for students," closely followed by Factor 33, "Highly informed, engaged, and passionate teachers to keep students motivated to continue to use the minority language," and Factor 35, "Staff's belief and confidence in the program goals and in adjusting the schedule to meeting dual

Table 8

Factors Sorted by Descending Mean

Factors	Mean	Standard deviation	Min	Max
34. Teachers with high level of language proficiency to provide challenging language experience for students	5.00	0.00	5.00	5.00
33. Highly informed, engaged, and passionate teachers to keep students motivated to continue to use the minority language	4.94	0.24	4.00	5.00
35. Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL student needs	4.94	0.24	4.00	5.00
7. High expectations for fifth- and sixth-grade students	4.88	0.33	4.00	5.00
4. Communication between educators at every level	4.81	0.39	4.00	5.00
6. Administrative support from the district	4.81	0.39	4.00	5.00
20. Development of vocabulary and writing in two languages	4.80	0.40	4.00	5.00
3. Informed middle and high school teachers about the needs of entering students/communication between schools	4.75	0.43	4.00	5.00
5. Strong administrative support from "receiving" and "sending" school	4.75	0.43	4.00	5.00
22. Expose students to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others	4.63	0.48	4.00	5.00
2. Very well-implemented continuation program at middle and high school	4.63	0.60	3.00	5.00
21. Ability to read and write in two languages at the grade equivalency level	4.63	0.60	3.00	5.00
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	4.56	0.61	3.00	5.00
25. Developing "funds of knowledge" (knowledge students gain from their family and cultural backgrounds, to make their classrooms more inclusive)	4.56	0.61	3.00	5.00
31. Community support/community service opportunities to use the language within communities for authentic experiences with the target language community	4.56	0.61	3.00	5.00
1. Alignment of programs among elementary, middle, and high school	4.50	0.61	3.00	5.00
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives.	4.50	0.61	3.00	5.00

Table 8 (continued)

Factors	Mean	Standard deviation	Min	Max
12. High school offers Spanish literature to allow continuation of high levels of instruction	4.50	0.61	3.00	5.00
13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	4.50	0.61	3.00	5.00
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized.	4.50	0.61	3.00	5.00
26. Developing students' social skills and tolerance for cultural and personal diversity by having them collaborate with their peers inside and outside the classroom	4.50	0.61	3.00	5.00
27. Older students assist in academic and social activities with younger students or within the community allowing the more practical application of their second language, building confidence and social skills in the needed areas	4.20	0.65	3.00	5.00
23. Independent learning (learning how to learn; study skills and knowing how to find information in the two languages)	4.44	0.70	3.00	5.00
30. Parental support and education of parents, such as workshops to emphasize the importance of staying in and continuing the program and how to support students learning	4.56	0.70	3.00	5.00
19. Same supports any student needs with that transition	4.19	0.73	3.00	5.00
32. Integration of TWI students with the rest of the school/taking classes with students who come from other elementary schools	4.25	0.75	3.00	5.00
28. Creation of measures across fifth and eighth grade for competency testing to regularly monitor the students' progress as well as address the areas of the fluidity of teaching through the grade levels	4.44	0.79	3.00	5.00
16. Create a culture within the school of biliteracy	4.44	0.86	2.00	5.00
24. Becoming comfortable with the norms and way of doing things within the two cultures represented by the two languages	4.31	0.92	2.00	5.00
17. Instilling a sense of love for learning languages by supporting students' zone of proximal development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help.	3.88	1.05	1.00	5.00

Table 8 (continued)

Factors	Mean	Standard deviation	Min	Max
18. Support a strong self-identity as bilingual, biliterate, and bicultural learner through teaching student to have a “growth mindset” (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)	4.38	1.05	1.00	5.00
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	4.50	1.06	1.00	5.00
29. Creative problem solving	3.93	1.06	2.00	5.00
11. AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program	3.88	1.17	1.00	5.00
10. Reclassify students before moving to middle school so they have the opportunity to choose other electives	3.81	1.29	1.00	5.00

language student needs.” Although the mean scores are informative in regard to the highest rated items, they do not give the full picture of experts’ ratings, since the items are average and extreme scores distort the mean average. The weakness of the mean is that when a distribution contains extremely high or low scores, it is pulled toward the extreme score (McMillan & Schumacher, 2010). For that reason, the standard deviation was calculated for all 35 factors. The smaller the standard deviation, the smaller the variability, or in other words, the smaller the amount by which participants differ from each other (Patten, 2012). For Factor 34, where there was a 100% agreement among all panelists (mean score of 5), the standard deviation was 0. For the second and third highest rankings, Factors 33 and 34, both with mean scores of 4.94, the standard deviation was 0.24. This indicates that there was strong agreement among panelists on the relevance of these factors.

As it is difficult to consider 35 items simultaneously, the researcher once again created themes to reduce the complexity of responses and allow panelists to consider related items as a whole. The areas of greatest consistency in the findings, indicated by the highest mean score and smallest standard deviation, was the theme of engaged teachers with high language proficiency and highly informed and passionate staff. A second theme, curriculum, emerged from the following factors with high rankings shown by mean scores of 4.88 and 4.80: “High expectations for fifth- and sixth-grade students” and “Development of vocabulary and writing skills in two languages.” The two factors also indicated small standard deviation, 0.33 and 0.40, respectively. The third recognized theme was communication, such as communication between educators and schools. Fourth, the theme administrative support, such as support from the district and schools, surfaced from the higher ranked items. It is evident from the results that the experts perceived the majority of the 35 factors listed from the first survey round as *very important* or *important*.

The factors with the lowest ratings, the lowest mean, and a higher standard deviations were “Reclassify students before moving to middle school so they have the opportunity to choose other electives” (Factor 10), “AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program” (Factor 11) and “Creative problem solving” (Factor 29).

Research Question 3

Research Question 3 asked the experts, “For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?”

Round 3 was the last and final round of data collection for this study. The third round was sent to experts to solicit their recommendation for the most effective pedagogical strategies to address each related theme that emerged from Round 2: (a) curriculum, (b) communication, (c) administrative support, and (d) engaged teachers with high language proficiency. As themes communication, administrative support, and engaged teachers with high language proficiency did not directly relate to pedagogical implications, the researcher added an extra field, Question 5, where the panelists could list additional pedagogical strategies. Appendix R shows Round 3 survey with its five queries that was presented to the panelists in an open-ended format. The results are organized in accordance with the five queries of Round 3.

Theme 1: Curriculum. The examples given to the experts for Theme 1 were “High expectations for fifth- and sixth-grade students” and “Development of vocabulary and writing in two languages.” Appendix S shows all of the experts’ answers for Question 1 of Round 3. The researcher sorted the answers into categories of the four mainstream pedagogical approaches: (a) critical and dialogic pedagogy, (b) diversity pedagogy, (c) sociocultural pedagogy, and (d) transformative pedagogy. Answers that did not fit and could not be assigned to a pedagogical approach were sorted into the following categories: (e) alignment of programs/program planning, (f) content and language planning, (g) training vocabulary, and (h) other strategies. Table 9 summarizes the categorized answers from the panelists from Question 1.

Table 9

Experts' Recommendations for Curriculum Sorted by Categories

Categories	Recommendations
1. Strategies assigned to critical & dialogic pedagogy	Encourage students to self-monitor and self-evaluate Collaborative teaching across the four domains of reading, writing, speaking, listening
2. Strategies assigned to diversity pedagogy	Building on student experiences and familiar content
3. Strategies assigned to sociocultural pedagogy	Cooperative learning strategies (Vygotsky) Engaging activities that are interactive through talking or manipulating objects Teacher development that helps with development of curriculum that integrates content, culture, and language Project-based learning
4. Strategies assigned to transformative pedagogy	Engagement of students in learning opportunities in form of students-to-students, teacher-students, and class-to-teacher that foster acquisition of the second language Develop “buy-in” from students
5. Strategies assigned to alignment of programs/program planning	Time and attention to developing the use of academic language in both speaking and writing Teachers should be given ample time to collaborate in the design and/or planning of curriculum Align the curriculum vertically across all grade spans Curriculum built on the previous years' curriculum Elementary, middle, and high school follow similar approaches to curriculum development Ensure that students have opportunities to speak and write in a variety of genres (persuasive, informational, narrative) Ensure students are at grade level in reading and content are studied in both languages Cognates (related) lesson preview and review Provide separate sections of language classes for dual language students in high school rather than putting students in Level 3 or AP language classes as freshmen with students who started studying the language in secondary Differentiated instruction, based on language proficiency Improvement of writing stamina and quality by devoting daily time to writing instruction or application in each language alternating between developing the trains of quality writing and writing responses to text

Table 9 (continued)

Categories	Recommendations
6. Strategies assigned to planning, in particular content and language	Integrate language objectives (vocabulary, grammar, writing) into the content area objectives and curriculum Content and language objectives in both Spanish and English Ensure that partner language courses integrate language and content Learning tasks and clear instructions that are relevant to the language and content objectives Integrated themes
7. Strategies assigned to training vocabulary	Figuring out vocabulary by themselves, preferably in groups, for younger students as a game Teach Tier 1 and 2 vocabulary to mastery by allowing students to use it constantly in the classroom New vocabulary is introduced in the context of content-based lessons in that strategies make the content and new vocabulary comprehensive Graves' four strategies for building vocabulary: (a) direct instruction of key words with extensive practice using word, (b) teach context clue skills, (c) word consciousness, (d) stimulate wide reading; all words in one language are defined in the other as well Accessing multiple intelligences to develop vocabulary in meaningful context Targeting not just specific academic vocabulary of the content area but general mortar words
8. Other strategies	Consistent exposure through reading and academic language Writing and reading workshops Using visuals, realia, gesture Project GLAD (Guided Language Acquisition Design) strategies Using sentence frames Direct instruction of cognates as a tool to navigate between one language and the other Writing across the curriculum and content areas Extensive rewriting and retesting until mastery is achieved

Although many recommendations for developing a curriculum that supports current elementary TWI students transitioning to middle and high schools could be assigned to the four pedagogical approaches discussed in this study, it was evident that

the experts highlighted strategies that relate to program planning, including the integration of content and language and vocabulary training.

Theme 2: Communication. The examples given to the experts for Theme 2 were “Between educators at every level” and “Informed middle and high school teachers about the needs of entering students.” Appendix T shows all of the experts’ answers for Question 2 of Round 3. Pedagogical strategies relate to the art of conveying knowledge to the student; therefore, the experts’ recommendations could not be assigned to the four pedagogical approaches that were used to categorize Question 1. The researcher sorted the answers into the following categories: (a) collaboration among educators/district, (b) communication in regard to individual students, and (c) communication across schools and community. Table 10 summarizes the categorized answers from the panelists from Question 2.

The expert panelists restated the importance of communication for a successful transition of TWI elementary school students to middle and high school and provided recommendations for good collaboration and interactions among educators, administrators, students, and community.

Theme 3: Administrative support. The examples given to the experts for Theme 3 were “From the district” and “From receiving and sending school.” Appendix U shows all of the experts’ answers for Question 3 of Round 3. As explained in the previous paragraph, pedagogical strategies relate to the art of conveying knowledge to the student; therefore, the experts’ recommendations could not be assigned to the four pedagogical approaches that were used to categorize Question 1. The researcher sorted the answers into the following categories: (a) recommendation for administrators to understand TWI

programs and their needs, (b) recommendations for administrators/ schools to meet program and teacher needs, and (c) planning TWI programs. Table 11 presents the categories and the experts' recommendations assigned to them.

Table 10

Experts' Recommendations for Communication Sorted by Categories

Category	Recommendations
1. Collaboration among educators/district	<p>Regularly scheduled meetings among teachers as a routine part of the week</p> <p>Ensure that teachers have time to plan with partner teachers/Collaboration within and between grade levels</p> <p>Provide opportunities for teachers of elementary (EL), middle school (MS), and high school (HS) to receive feedback and discuss assessments and expectations/Vertical and horizontal collaboration to hear about students' needs and challenges</p> <p>Forums/professional learning community approach to ensure teachers teach the same essential outcomes in both languages and use common assessments, attended by administrators</p> <p>Unpack Common Core State Standards with colleagues to gain common understanding of objectives for each grade</p> <p>In-person meetings at the end of school year to discuss progress of curriculum, grading, strategies, analysis of student work</p> <p>Professional development across all departments and for administrators in culturally responsive theory and sociocultural pedagogy</p> <p>Designate representatives of schools for communication twice a year</p>
2. Communication in regard to individual students	<p>Provide general information and specific information about immersion students to all teachers who serve them</p> <p>Portofolio that carries forward to understand each student's trajectory of growth and their strengths and weaknesses</p> <p>Student self-assessment using LinguaFolio program (formative assessment tool for language learning)</p> <p>Parent and teacher communication about students' needs to maintain interest in the DL program</p>
3. Communication across schools and community	<p>Shared projects/events across both schools</p> <p>Tutoring experiences (big buddy/little buddy)</p> <p>"Show and tell" exhibits that other schools are invited to</p> <p>Student exchanges between schools (like schools do with other countries)</p>

Table 11

Experts' Recommendations for Administrative Support Sorted by Categories

Category	Recommendations
1. Recommendation for administrators to understand TWI programs and their needs	<p>Ongoing professional development about dual language programs for principals, other site-level and district-level administrators to understand DL programs in order to support programs the right way</p> <p>Engaging the district and demonstrating needs in order to garner support</p> <p>Administrators hearing from supportive administrators of other school and programs</p> <p>Inclusion of dual language teachers in curriculum planning decisions</p> <p>Administration provides appropriate resources for both languages and intervention as well as proper test for correct student placing</p> <p>Administrators must meet to ensure continuity of curriculum, language target development and planning, assessment, and supports</p> <p>Provide support to teachers to translate/write materials to a high level of linguistic sophistication</p>
2. Recommendations for administrators/schools to meet program and teacher needs	<p>Staff development every year to allow faculty to share findings</p> <p>Development of teams in schools that receive the students</p> <p>Money for teachers to work together during summer months to develop curriculum</p> <p>Understand the language levels at which the students are exiting and entering each school</p> <p>Students who are struggling in either language need to be monitored with appropriate documentation with interventions</p> <p>Show and tell exhibits that sending schools set up for receiving school</p>
3. Planning TWI programs	<p>District ensures continuity of curriculum between EL and MS programs</p> <p>Provide personnel and time for alignment BEFORE teachers are expected to implement</p> <p>Have specific personnel assigned for dual language programs and their public relations activities</p> <p>Make demonstrated support a criterion for hiring at the school</p> <p>Long term plan (5-7 years) of the trajectory of a TWI program (such as campus, staff hiring, public relations (PR), recruitment plan, afterschool programs)</p> <p>Start planning the MS program before the first cohort hits fifth grade for proper planning of staff and textbooks/materials</p> <p>Reassign leadership that does not support the programs</p> <p>District curriculum and other mandates should be aligned with the TWI program</p> <p>Policies that encourage the use of two languages through the school day</p>

Consistencies among the experts were that administrative support, whether from the district, school site, or principal, is key for any successful dual language program and the transition from current TWI elementary school students to middle and high school. Experts, teachers, principals, and researchers recommend a close connection between administration and teaching staff. Question 3 presents a strong emphasis on “being ahead of the game” when it comes to planning TWI programs in middle and high school.

Theme 4: Engaged teachers with high language proficiency. The examples given to the experts for Theme 4 were “Highly informed, engaged, and passionate teachers to keep students motivated to continue to use the minority language,” “Staff’s belief and confidence in the program goals and in adjusting the schedule to meeting dual language student needs,” and “Teachers with high level of language proficiency to provide challenging language experience for students.” Appendix V shows all of the experts’ answers for Question 4 of Round 3. As explained in Questions 2 and 3, pedagogical strategies relate to the art of conveying knowledge to the student; therefore, the experts’ recommendations could not be assigned to the four pedagogical approaches that were used to categorize Question 1. The researcher sorted the answers into the following two categories: (a) recommendations for teacher requirements and (b) recommendation for maintaining high-quality teachers. Table 12 presents the strategies the expert panelists recommend to ensure a TWI program has engaged teachers with high language proficiency.

Table 12

Experts' Recommendations for Engaged Teachers With High Language Proficiency, Sorted by Categories

Category	Recommendations
1. Recommendations for teacher requirements	<p>BCLAD (Bilingual Cross-Cultural Language in Academic Development) or equivalent</p> <p>Language proficiency, content area knowledge, and appropriate certification to teach in the DL program</p> <p>(MS/HS) teachers have strong accountability to stay in target language</p> <p>Teachers can bridge two cultures</p> <p>Teachers do a teaching demo to ensure they possess academic language skills</p> <p>Ability to articulate the program theoretically and practically before teaching in program</p> <p>Teachers with reflective nature to continually improve passion and drive to help students</p> <p>Teachers that set higher learning goals for the students, not just meeting 70% of the standards</p> <p>Teachers need to understand immersion education</p> <p>Staff belief and confidence</p>
2. Recommendation for maintaining high-quality teachers	<p>Theories of language acquisition taught to all teachers</p> <p>Quality professional development (PD; such as teacher/researcher inquiries, information about latest teaching strategies)</p> <p>Financial compensation for teachers spending extra time</p> <p>Educate teachers through local and regional dual language conferences</p> <p>Encourage and fund language enrichment experiences (such as university classes or traveling outside the country) for teachers</p> <p>Keep staff and teachers involved in process of planning and carrying out implementation of program</p> <p>Work with research professors to do research on what works and what does not</p> <p>Assign collaboration time</p> <p>Disseminate success stories among staff and from outside the school (e.g., group of parents)</p> <p>District allowing principals to hire early and making teachers permanent</p> <p>Hire and train staff to implement the TWI model</p>

It was evident that according to the experts, professional development (PD) plays a crucial role for maintaining engaged teachers with high language proficiency. Six out of nine teachers/principal experts, along with three researchers, specifically emphasized the importance of receiving quality PD. Also, shown under Category 1 in Table 12, the experts made several suggestions on how to establish a level of competence for having engaged teachers with high language proficiency working for a school and district. Two panelists specifically mentioned the importance of engaging teachers with knowledge in culture or the ability to bridge cultures, which relates to diversity pedagogy.

Question 5. Question 5 provided the opportunity to list additional pedagogical strategies that support the transition of TWI elementary school students to middle and high school for expert opinions that did not fit into the four themes described. Appendix W shows all of the experts' answers for Question 5 of Round 3. The researcher sorted the answers into categories of the four mainstream pedagogical approaches: (a) critical and dialogic pedagogy, (b) diversity pedagogy, (c) sociocultural pedagogy, and (d) transformative pedagogy. There was not an answer appropriate to fit in Category 1, critical and dialogic pedagogy. Answers that did not fit and could not be assigned to a pedagogical approach were sorted into the following themes: (e) collaboration with parents and (f) other. Table 13 summarizes the categorized answers from the panelists from Question 5.

Experts recommended additional pedagogical strategies that support the transition of TWI elementary school students to middle and high school. As presented in Table 13, some of the recommended strategies could be assigned to the categories of pedagogical approaches as an addition to the knowledge solicited from Questions 1 through 4.

However, a new category, collaboration with parents, emerged. It is apparent that, according to the expert panelists, parent involvement plays a key factor for elementary TWI school students transitioning to middle and high school.

Table 13

Experts' Recommendations for Additional Pedagogical Strategies Sorted by Categories

Category	Experts' recommendation
2. Diversity pedagogy	Parental support through open houses and activities that foster cultural awareness
3. Sociocultural pedagogy	Let students investigate what it means to be bilingual and bicultural individuals. What advice would they give to peers who are in the process of learning about and adopting new norms and values? "Cultural nights" where students display their oral proficiency in two languages through music, drama, poetry, and art Have MS students go to EL schools to provide incentive to continue their dual language programs
4. Transformative pedagogy	Student involvement in the learning process; placing responsibility for success onto students as well as teachers and families Allow students opportunity to express their choice for program Collaborations between students and teachers to keep students informed and aware of the transitional process as well as their progression
5. Collaboration with parents	Workshops for parents for information about the importance of DL goals Constant contact with parents about the student's education and to provide support to help those who are falling behind Support, such as for families that are illiterate, through afterschool tutoring and online video tutorial Excellent systems for communicating with parents about transitions, orientations, information sessions, written documentation of the program continuation at the schools Allow parents to form relationships with faculty from future school before child attends Parental support to help ensure quality programs are in place and that students are involved and motivated to continue
6. Other	Understanding what TWI goals are and how language is sheltered even for student having been in the program for years Teaching more than to students' potential

Summary

Chapter IV provided an overview of the findings from the data. The demographics of the study population were outlined, and the answers from the three rounds of surveys were presented in tables, sorted into themes. The exploration of the data from the three-round Delphi study consisted of both qualitative (Rounds 1 and 3) and quantitative (Round 2) data. The survey attempted to identify and describe the opinions of experts and practitioners in the field of TWI programs on key factors and to determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. Seventeen expert panelists were sent the first-round survey, and 16 of them answered all three rounds of questions. Answers to the research questions were examined to determine if there was consensus among the experts about key factors and pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

From the results of the first round of the study, the experts identified a variety of key factors that support the successful transition of elementary TWI students to middle and high school. Round 2 survey extracted the experts' rating of the relevance of the key factors as it pertains to the children's designation as a dual language student. Resulting from Round 2, the areas of greatest consistency in the findings were themes of engaged teachers with high language proficiency and highly informed and passionate staff, followed by factors assigned to the themes, curriculum, communication, and administrative support. Round 3 survey included five questions in order to solicit recommendations for pedagogical strategies to address the identified themes that emerged from the highly rated key factors. The experts placed high importance on strategies not

necessarily related to pedagogy but on how to improve communication, administrative support, and recommendations on how to have engaged teachers with high language proficiency and parent involvement. Chapter V follows with a discussion of the findings along with implications for action, suggestions for future research, and conclusions.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Providing second-language experiences and knowledge about other cultures is fundamental to any country's ability to remain competitive and is increasingly recognized as critical to economic success, national security, and international relations (Rhodes & Pufahl, 2009). With the recent growth in the number of English language learners in the United States, the importance of finding the best way to meet their academic and social needs has increased (Weintraub, 2012). A promising approach to nurture children's linguistic and cultural heritages is two-way immersion (TWI), often called dual language programs, where curriculum is taught in two languages so all students learn social and academic skills in their primary and an additional language (Giacchino-Baker & Piller, 2006). Substantial research has indicated that dual language education is effective for all participating groups; yet dual language educators still have much more to learn, as every program is a work in progress (Thomas & Collier, 2012). Despite efforts to isolate the reason for the successful outcomes of these dual language programs, little formal data exist that signify characteristics which best explain the success of students participating in these programs (Weintraub, 2012). Professor and researcher Fred Genesee (2004) stated that there is a need for more research about which pedagogical approaches are most successful in promoting second-language acquisition. The growth and expansion of elementary TWI programs is also causing an increasing interest in the design and implementation of secondary TWI programs (Montone & Loeb, 2000). There is a gap in literature due to the growing need to understand effective practices for secondary TWI programs, because studies in this particular field are scarce (Bears & De Jong, 2008).

Therefore, this study focused on identifying key factors and pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

This chapter presents a summary of the research. It states the purpose statement and research questions, followed by the description of the methodology, population, and sample. The major findings of each research question are presented, and unexpected findings are identified and explored. The researcher draws conclusions based on the key findings and outlines the implications of these findings. The chapter closes with recommendations for further research and concluding remarks and reflections regarding the study.

Purpose Statement

The purpose of this qualitative study was to identify and describe the opinions of experts and practitioners in the field of two-way immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Research Questions

In order to identify key factors and pedagogical strategies that successfully support current TWI students' transition into middle and high school, the following research questions were presented to a panel of experts in dual language programs:

1. What are key factors that support current elementary TWI students as they transition to middle and high school?
2. What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?

3. For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

Methodology

The Delphi method was utilized enlisting a panel of experts and practitioners to identify key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. The Delphi method is an iterative process to collect and refine the anonymous conclusions of experts using a series of data collection and analysis techniques intermingled with feedback (Skulmoski et al., 2007). According to Yousuf (2007), it is “useful where the opinions and judgments of experts and practitioners are necessary” (p. 1) and is an accepted method for gathering data from respondents within their domain of expertise (Hsu & Sandford, 2007). The Delphi technique was completed in three rounds, and the researcher facilitated the process by using the web-based tool SurveyMonkey (2015) to pose open-ended questions for Rounds 1 and 3 and a Likert scale for rating in Round 2.

As human participants were involved in this study, the data collection procedures were designed to protect their rights and maintain their privacy (McMillan & Schumacher, 2010; Patton, 2002). The Brandman University Institutional Review Board (BUIRB) reviewed the research design and approved the study prior to data collection (Appendix M). To maintain confidentiality, participants’ identities and the name of their sites or institutions were available only to the researcher.

The analysis process incorporated conventional content analysis to examine the data collected in Round 1. Then, by sorting the codes into categories based on how

different codes were linked, emergent categories were used to organize codes into meaningful clusters (Hsieh & Shannon, 2005). For Round 2, in order to determine the relevance of the keys factors from Research Question 1, mean scores and standard deviation were calculated for each factor to identify the highest ranked ones. So as to consolidate similar ideas and to assist panelists in their analysis, they were put into emerging themes. For Round 3, this study used directed content analysis.

Population and Sample

The population for this study consisted of educators with experience in TWI programs, such as teachers and administrators, and researchers working and investigating different aspects of dual language programs. The U.S. Census Bureau (2013) reported 422 dual language programs in the United States, of which 312 are located in California (California Department of Education, 2014). Purposive sampling was used to select panelists from the national target population of educators and researchers working in and investigating different aspects of dual language programs in the United States, with the goal to synthesize their opinions in that specialty field. For the sampling strategy to support and align with the purpose and questions of this study and to enhance validity, the panel of experts included researchers, administrators, and teachers. Administrators and teachers needed to hold an appropriate credential and show at least five years of working experience in TWI immersion programs. Furthermore, only one Delphi panel member was chosen from one TWI program or school; experts could not be from the same school site.

A total of 16 experts and practitioners participated in all three rounds of the study. The composition of the panelists was seven researchers, three administrators, and six teachers.

Major Findings

This section of Chapter V presents major findings. These findings are organized in accordance with the research questions, starting with findings from Research Question 1. The major findings from Research Questions 2 and 3 were then combined and explored in relation to the literature on the topic.

Research Question 1

Research Question 1 asked a panel of experts in dual language programs: *What are key factors that support current elementary TWI students as they transition to middle and high school?*

The experts identified a variety of key factors that support the successful transition of elementary TWI students to middle and high school. After careful review by the researcher, 35 different factors were identified and assigned to the following four major themes:

1. Program/curriculum, for example, “Alignment of programs among elementary, middle, and high school,” “High expectations for fifth- and sixth-grade students.” This theme included 14 factors.
2. Strategies, for example, “Development of vocabulary and writing in two languages,” “Expose student to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others.” This theme included 13 factors.

3. Support/staff, for example, “Staff’s belief and confidence in the program goals and in adjusting the schedule to meeting dual language student needs,” “Teachers with high level of language proficiency to provide challenging language experience for students.” This theme included six factors.
4. Culture, for example, “Create a culture within the school of biliteracy.” This theme included two factors.

The importance of cultural aspects for student support during the transition was only mentioned by two experts, which is low considering that developing a positive cross-cultural attitude is an anticipated outcome of TWI programs (Reyes & Vallone, 2007). The majority of the identified factors related to program/curriculum and strategies.

Research Questions 2 and 3

Research Question 2 asked the panel of experts: *What is the relevance of the key factors identified in Research Question 1 as it pertains to the student’s designation as a dual language student?* The experts perceived that the majority of the 35 factors listed from the first survey round as *very important* or *important*. Areas of greatest consistency were the theme of teacher qualification, closely followed by curriculum, then communication and administrative support. Subsequently, Research Question 3 asked the experts: *For the most highly rated factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?* The experts offered pedagogical and other strategies that support a successful transition of current elementary TWI students to middle and high school in relation to the four themes that arose from Round 2. The following findings emerged from the rating of

the key factors in Round 2 and the identification of pedagogical and other strategies in Round 3:

Finding 1: Teacher qualification. Although TWI teacher education and qualifications were not intended to be the focus of this study, it was evident from the ratings of this Delphi panel that it is crucial to employ qualified educators for a successful transition of TWI elementary school students to middle and high school. One hundred percent of the participants ranked “Teachers with high-level of language proficiency to provide challenging language experience for students” as *very important*. This key factor was closely followed by “Highly informed, engaged, and passionate teachers in order to keep students motivated to continue to use the minority language,” “Staff’s belief and confidence in the program goals and in adjusting the schedule to meeting dual language student needs” with high mean scores and small standard deviation, meaning that there was strong agreement among panelists on the relevance of these factors. It is clear from the survey data collected that teacher qualification and their engagement and confidence in the dual language programs are most crucial for TWI students and their transition from elementary to middle and high school. Literature states that actions of pedagogues are deeply intertwined with the responsibility of leading children into adulthood and therefore places teachers in a position of influence, given that their actions speak to the moral responsibility they bear for the welfare and development of students (Cuenca, 2011). Franquiz (2012) stressed the importance of education leaders to be advocates for a 21st-century vision of teaching the English language arts in ways that are inclusive and build on the resources emergent bilinguals bring to the classroom, respecting the fundamental human rights of all learners to access their heritage language and affirm

their cultural citizenship as they transition to new ways of being. Although teachers are supposed to meet students at their point of need, they should also confront their students' characterizations of race and racism, for example, their tendency to essentialize about racial differences (Bolgatz, 2005). Bolgatz further stated that class conversations can take unexpected turns and therefore, teaching racial literacy requires preparation on the part of the teacher. Literature also demonstrates that teachers in dual language programs perceive themselves as doing consistently more than teachers in the traditional public school to promote the culture of English language learners (Weintraub, 2012). E. García et al. (2010) explained that educational systems are challenged to provide teachers who are equipped to teach learners to be ready to live in a global society.

The experts and practitioners of this Delphi study provided manifold recommendations on this topic that were sorted into two categories: (a) recommendations for teacher requirements and (b) recommendations for maintaining high-quality teachers.

1. Recommendations for teacher requirements

- a) BCLAD (Bilingual Cross-Cultural Language in Academic Development) or equivalent
- b) Language proficiency, content area knowledge, and appropriate certification to teach in the dual language programs
- c) (Middle school/high school) teachers have strong accountability to stay in target language
- d) Teachers can bridge two cultures
- e) Teachers do a teaching demo to ensure they possess academic language skills

- f) Ability to articulate the program theoretically and practically before teaching in program
 - g) Teachers with reflective nature to continually improve passion and drive to help students
 - h) Teachers who set higher learning goals for the students, not just meeting 70% of the standards
 - i) Teachers need to understand immersion education
 - j) Staff belief and confidence
2. Recommendations for maintaining high-quality teachers
- a) Theories of language acquisition taught to all teachers
 - b) Quality professional development (PD; such as teacher/researcher inquiries, information about latest teaching strategies)
 - c) Financial compensation for teachers spending extra time
 - d) Educate teachers through local and regional dual language conferences
 - e) Encourage and fund language enrichment experiences (such as university classes or traveling outside the country) for teachers
 - f) Keep staff and teachers involved in process of planning and carrying out implementation of program
 - g) Work with research professors to do research on what works and what does not
 - h) Assign collaboration time
 - i) Disseminate success stories among staff and from outside the school (e.g., group of parents)

- j) District allowing principals to hire early and making teachers permanent
- k) Hire and train staff to implement the TWI model

Finding 2: Curriculum and program planning. A second theme, curriculum, emerged from the following factors with high rankings shown by high mean scores and small standard deviation: “High expectations for fifth- and sixth-grade students” and “Development of vocabulary and writing skills in two languages.” The following key factors, rated as *very important* and *important* resulting in the cumulative total in the 90th percentile range, can be assigned to the theme curriculum: “Challenging curriculum in both Spanish and English that is tied to the common core and state standards,” “TWI courses should satisfy core content requirements whenever possible so that students can take other electives,” “High school offers Spanish literature to allow continuation of high levels of instruction,” and “Ability to read and write in two language at the grade equivalency level.” Literature indicates that an ideal way to develop deep proficiency in the language while increasing student achievement in both languages is acquiring a second language naturally through the entire curriculum and throughout the instructional day from the beginning of a student’s school years (Collier & Thomas, 2004). This finding also aligns with Lindholm-Leary’s (2001) definition that immersion is an approach of foreign language instruction in which the regular school curriculum is taught through the vehicle of a second language.

The experts and practitioners of this Delphi study provided a total of 24 recommendations in terms of curriculum and program planning. Eleven recommendations related to alignment of programs/program planning:

1. Time and attention to developing the use of academic language in both speaking and writing
 2. Teachers should be given ample time to collaborate in the design and/or planning of curriculum
 3. Align the curriculum vertically across all grade spans
 4. Curriculum built on the previous years' curriculum
 5. Elementary, middle, and high school follow similar approaches to curriculum development
 6. Ensure that students have opportunities to speak and write in a variety of genres (persuasive, informative, narrative)
 7. Ensure students are at grade level in reading and content in both languages
 8. Cognates (related) lesson preview and review
 9. Provide separate sections of language classes for dual language students in high school rather than putting students in Level 3 or AP language classes as freshmen with students who started studying the language in secondary
 10. Differentiated instruction, based on language proficiency
 11. Improvement of writing stamina and quality by devoting daily time to writing instruction or application in each language alternating between developing the trains of quality writing and writing responses to text
- Further, five strategies were recommended by the experts that specifically related to content and language of program planning.
12. Integrate language objectives (vocabulary, grammar, writing) into the content area objectives and curriculum

13. Content and language objectives in both Spanish and English
14. Ensure that partner language courses integrates language and content
15. Learning tasks and clear instructions that are relevant to the language and content objectives
16. Integrated themes

The finding of integrating content and language is strongly supported by literature. Students who learn content in one language can be expected to demonstrate content knowledge in the second language, because they acquire language skills to express that knowledge (Christian et al., 1997). Ramirez (1992) affirmed that sustained use of a child's native language for longer periods of time allows the student to experience normal linguistic development, strengthening the foundation for the acquisition of the second language. It is evident that dual language program planning is a crucial factor to the success of TWI programs. It seems that in the eyes of the panelists and practitioners, it is more important than pedagogy.

In addition, as part of program planning, six specific strategies were given by the experts related to vocabulary training.

17. Figuring out vocabulary by themselves, preferably in groups, for younger students as a game
18. Teach Tier 1 and 2 vocabulary to mastery by allowing students to use it constantly in the classroom
19. New vocabulary is introduced in the context of content-based lessons in that strategies make the content and new vocabulary comprehensive

20. Graves' four strategies for building vocabulary: (a) providing rich and varied language experiences, (b) teaching individual words, (c) teaching world-learning strategies, (d) fostering word consciousness
21. Accessing multiple intelligences to develop vocabulary in meaningful context
22. Targeting not just specific academic vocabulary of the content area but general mortar words

It was evident that experts and practitioners in TWI programs consider good program planning and alignment, including content and language and vocabulary training, highly important and crucial to support current elementary TWI students transitioning from elementary to high school, and they provided a variety of strategies to make this transition successful.

Finding 3: Communication. The third recognized theme was communication, as “Communication between educators at every level” received the fifth highest mean and a small standard deviation, and “Informed middle and high school teachers about the needs of entering students/communication between schools” was ranked with the eighth highest mean score. Taking from the context of the experts’ responses, this type of communication relates to the collaboration of teachers and administrators in regard to the students’ success. Therefore, this finding does not coincide with the pedagogical approach of Vygotsky’s cognitive processing and communication through participation in activities (Taylor & Sobel, 2011). It relates more to today’s professions, as there has been a rapid increase in jobs involving nonroutine, analytic, and interactive communication skills, requiring competencies such as critical thinking and the ability to

interact with people from many linguistic and cultural backgrounds (National Education Association, n.d.), which was not the original focus of this study.

The experts and practitioners provided 17 recommendations in regard to communication about students, which were sorted by the researcher into the following three categories: (a) collaboration among educators and district, (b) communication in regard to individual students, and (c) communication across schools and community.

1. Collaboration among educators/district

- a) Regularly scheduled meetings among teachers as a routine part of the week
- b) Ensure that teachers have time to plan with partner teachers/Collaboration within and between grade levels
- c) Provide opportunities for teachers of elementary school, middle school, and high school to receive feedback and discuss assessments and expectations/Vertical and horizontal collaboration to hear about students' needs and challenges
- d) Forums/professional learning community approach to ensure teachers teach the same essential outcomes in both languages and use common assessments, attended by administrators
- e) Unpack Common Core State Standards with colleagues to gain common understanding of objectives for each grade
- f) In-person meetings at the end of school year to discuss progress of curriculum, grading, strategies, analysis of student work
- g) Professional development across all departments and for administrators in culturally responsive theory and sociocultural pedagogy
- h) Designate representatives of school for communication twice a year

2. Communication in regard to individual students

- a) Provide general information and specific information about immersion students to all teachers who serve them
- b) Portfolio that carries forward to understand each student's trajectory of growth and their strengths and weaknesses
- c) Student self-assessment using LinguaFolio program (formative assessment tool for language learning)
- d) Parent and teacher communication about student's needs to maintain interest in the dual language program

3. Communication across schools and community

- a) Shared projects/events across both schools
- b) Tutoring experiences (big buddy/little buddy)
- c) "Show and tell" exhibits that other school are invited to
- d) Student exchange between schools (like schools do with other countries)

Finding 4: Administrative support. The theme, administrative support, such as "Strong administrative support from receiving and sending school" and "Strong administrative support from the district" surfaced from the higher ranked items of *very important* and *important* equaling 100%. This finding does not correlate with this study's focus on pedagogical strategies that support a successful transition of TWI students from elementary to middle and high school. However, the expert panelists delivered 23 recommendations in regard to administrative support necessary for successfully supporting elementary TWI students to transition to middle and high school. They are sorted into three categories: (a) recommendation for administrators to understand TWI

programs and their needs, (b) recommendations for administrators/schools to meet program and teacher needs, and (c) planning TWI programs.

1. Recommendation for administrators to understand TWI programs and their needs
 - a) Ongoing professional development about dual language programs for principals, other site-level and district-level administrators to understand dual language programs in order to support programs the right way
 - b) Engaging the district and demonstrating needs in order to garner support
 - c) Administrators hearing from supportive administrators of other school and programs
 - d) Inclusion of dual language teachers in curriculum planning decisions
 - e) Administration provides appropriate resources for both languages and intervention as well as proper test for correct student placing
 - f) Administrators must meet to ensure continuity of curriculum, language target development and planning, assessment, and supports
 - g) Provide support to teachers to translate/write materials to a high level of linguistic sophistication
2. Recommendations for administrators/schools to meet program and teacher needs
 - a) Staff development every year to allow faculty to share findings
 - b) Development of teams in schools that receive the students
 - c) Money for teachers to work together during summer months to develop curriculum
 - d) Understand the language levels at which the students are exiting and entering each school

e) Students who are struggling in either language need to be monitored with appropriate documentation with interventions

f) Show and tell exhibits that sending schools set up for receiving school

3. Planning TWI programs

a) District ensures continuity of curriculum between elementary school and middle school programs

b) Provide personnel and time for alignment BEFORE teachers are expected to implement

c) Have specific personnel assigned for dual language programs and their public relations activities

d) Make demonstrated support a criterion for hiring at the school

e) Long-term plan (5-7 years) of the trajectory of a TWI program (such as campus, staff hiring, PR, recruitment plan, afterschool programs)

f) Start planning the middle school program before the first cohort hits fifth grade for proper planning of staff and textbooks/materials

g) Reassign leadership that does not support the programs

h) District curriculum and other mandates should be aligned with the TWI program

i) Policies that encourage the use of two languages through the school day

The four major findings in accordance with (a) teacher qualification, (b) curriculum and program planning, (c) communication, and (d) administrative support appear to be imperative factors for TWI students to successfully transition from elementary to middle and high school. “Teacher qualification” and “curriculum and program planning” clearly rose to the top, closely followed by “communication” and

“administrative support.” It is apparent that the panelists identified nonpedagogical key factors and strategies more important than pedagogical ones.

Additional Findings

This section of Chapter V presents additional findings that were explored in relation to the literature on the topic. These findings primarily emerged from Research Questions 2 and 3.

Research Questions 2 and 3

This study also revealed four additional findings resulting from Research Questions 2 and 3.

Finding 5: Sociocultural pedagogy. Of the 10 items rated as *very important* and *important* equaling 100%, the one that could not be assigned to the previously emerged major themes (teacher qualification, curriculum, communication, administrative support) was “Expose students to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others.” This factor aligns with the works of Vygotsky, the sociocultural theory that assumes that children’s development is better comprehended through the context of participation in activities that require cognitive processing and communication instead of focusing solely on the individual (Taylor & Sobel, 2011). Six recommendations from the experts and practitioners were grouped to Vygotsky’s sociocultural pedagogy:

1. Cooperative learning strategies
2. Engaging activities that are interactive through talking or manipulating objects
3. Teacher development that helps with development of curriculum that integrates content, culture, and language

4. Project-based learning
5. Let students investigate what it means to be bilingual and bicultural individuals. What advice would they give to peers who are in the process of learning about and adopting new norms and values?
6. Have middle school students go to elementary schools to provide incentives to continue their dual language programs

These suggestions correspond to Vygotskian SCT, which states that an emphasis on collaboration during instruction helps learners to understand and see how interactions with a social instructional network are crucial for an individual's cognitive and linguistic development (Turuk, 2008). Language acquisition and learning happens through social interaction within an immediate social context (Christian et al., 1997). Children's development is better understood through the context of participation in activities which require cognitive processing and communication (Taylor & Sobel, 2011). Vygotsky's SCT appears to consolidate a lot of the panelists' recommendations that relate to pedagogy; therefore, it is apparent that SCT should be used when instructing TWI programs, as it supports the successful transition of elementary school students to middle and high school.

Finding 6: Transformative pedagogy. Five recommendations from the experts were appointed to Cummins's transformative pedagogy:

1. Engagement of students in learning opportunities in form of students-to-students, teacher-students, and class-to-teacher that foster acquisition of the second language
2. Develop buy-in from students

3. Student involvement in the learning process; placing responsibility for success onto student students as well as teachers and families
4. Allow students opportunity to express their choice for program
5. Collaborations between students and teachers to keep students informed and aware of the transitional process as well as their progression

These suggestions relate to transformative pedagogy, as Cummins urged educators to organize their interactions with students in such a way that power is generated and shared through those interactions and to arrange them by expanding students' options to identify formations and critical inquiry (Cummins, 2000). In order to analyze broader social issues relevant to students' lives, collaborative critical inquiry is used to enable them to relate curriculum content to their individual and collective experience (Cummins, 1996). As Vygotsky's SCT, Cummins's transformative pedagogy incorporates several recommendations from the panelists in relationship to pedagogy and seems to be an effective pedagogical approach in TWI programs.

Finding 7: Critical and dialogic pedagogy and diversity pedagogy. The experts named two recommendations that were assigned to Freire and Bakhtin's critical and dialogic pedagogy:

1. Encourage students to self-monitor and self-evaluate
2. Collaborative teaching across the four domains of reading, writing, speaking, listening

These two recommendations align with Freire's critical pedagogy that argues to empower students to question assumptions and challenge unjust treatment by engaging in a recursive dialogue. Freire insisted on dialogue not because a dialogic instruction can increase test scores but because without dialogue, education is not reflective and not

humane (Matusov, 2009). Along with Freire, Bakhtin claimed that the purpose of language education should be to develop more creative writers and speakers versus to help students learn rules that they will never consciously apply—he named this the important distinction between schooling and creative, empowering education (Morrell, 2004).

Two recommendations from the experts were allotted to the pedagogical approach of diversity pedagogy:

1. Building on student experience and familiar content
2. Parental support through open houses and activities that foster cultural awareness

Literature contends that teachers need to be nonjudgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom (Brown-Jeffy & Cooper, 2011). The delivery of diversity or culturally responsive pedagogy includes knowledge of who children are, how they perceive themselves, and how the world receives them (Brown-Jeffy & Cooper, 2011). In other words, it is significant to view students as resources who can help everyone learn what it feels like to move between cultures and language variety to learn how to become citizens of the global community, rather than seeing them as a program (Delpit, 1995). It is surprising that only four of the panelists suggested recommendations aligned with these two pedagogical approaches, as they seem crucial for raising children bilingually. As stated under “Major Findings,” the panelists seemed to put more emphasis on nonpedagogical key factors and strategies to support the successful transition of TWI students from elementary to middle and high school.

Finding 8: Collaboration with parents. Collaboration with parents emerged as an important strategy for supporting current TWI elementary school students with successfully transitioning to middle and high school. Question 5 of Round 3, where they had the opportunity to list additional recommendations for successful pedagogical practices, the experts expressed six recommendations that related to parent involvement and collaboration:

1. Workgroups for parents for information about the importance of dual language goals
2. Constant contact with parents about the student's education and to provide support to help those that are falling behind
3. Support, such as for families that are illiterate, through afterschool programs and online video tutorial
4. Excellent systems for communicating with parents about transitions, orientations, information sessions, written documentation of the program continuation at the schools
5. Allow parents to form relationship with faculty from future school before child attends
6. Parental support to help ensure quality programs are in place and that students are involved and motivated to continue

This finding indicates that parental support and working with parents is also a crucial factor for a successful transition of TWI elementary school students to middle and high school.

Unexpected Findings

An unexpected finding was that there were no noticeable differences among the three groups, researchers/authors, administrators/principals, and teachers, in terms of

their answers to and rankings of the research questions. There was no noticeable pattern in the way each of the three research questions were answered by the three subcategories. It seems that experts and practitioners with at least five years of experience have a common understanding of what is needed to support TWI students as they transition from elementary to middle and high school.

Another unexpected finding was that factors related to the students' development of a cross-cultural attitude, such as "TWI program needs to be centered in the school's identify, representing value on the campus and make use of the bilingual student to make the language program a centerpiece" (Factor 15) and "Create a culture within the school of biliteracy" (Factor 16) did not receive the consensus of the panelists of being among the highest ranking items in Round 2. One principal rated Factor 15 as *neither important nor unimportant*, and one teacher rated Factor 16 as *unimportant*. An anticipated outcome of TWI programs is that students develop a positive cross-cultural attitude (Reyes & Vallone, 2007). Considering that language often becomes the maximum significant representative of culture because it is one of the most fundamental aspects of cultures (Moodian, 2009), it was unexpected that culture was not mentioned more as a relevant factor and was not rated higher, and that more participants did not suggest strategies for the culture aspect. It appears that although sociocultural and transformative pedagogy are viewed as important, dual language program planning and alignment, teacher qualifications, communication, and administrative support are more crucial to support TWI students as they transition from elementary to middle and high school.

In direct relationship with this, the researcher was surprised that nonpedagogical strategies (i.e., other factors) were prominent in the minds of the panelists. This

unexpected finding highlights the continued need for researching successful pedagogical approaches in dual language programs and sharing the results with practitioners.

Research studies done by Astin and by Light stated that curricular planning efforts will derive much greater payoffs in terms of student outcomes if more emphasis is placed on pedagogy and other features of the delivery system as well as on the broader interpersonal and institutional context in which learning takes place (K. A. Smith et al., 2005).

Conclusions

The following conclusions emerged from the findings of this investigation of pedagogy and successful practices in dual language programs. Literature affirms that TWI programs are a promising approach to nurture children's linguistic and cultural heritages where curriculum is taught in two languages so all students learn social and academic skills in their primary and an additional language (Giacchino-Baker & Piller, 2006). For this Delphi study, the expert panelists, consisting of seven researchers/authors, three principals, and six teachers, all researching, working, or teaching in the field of dual language education, identified many key factors and pedagogical and other strategies that support the successful transition of TWI students from elementary to middle and high school. Based on the literature review and the research findings, the following conclusions have been drawn:

1. Although not a pedagogical strategy, engaged, highly informed, and passionate teachers with high language proficiency are most crucial to support current TWI elementary students as they transition to middle and high school. Actions of pedagogues are deeply intertwined with the responsibility of leading children into

adulthood and, therefore, place teachers in a position of influence, given that their actions speak to the moral responsibility they bear for the welfare and development of students (Cuenca, 2011). It is important to set the bar high in terms of teacher requirements. Teachers must have a deep understanding of and passion for immersion education and a reflective personal nature. In order to maintain excellence in personnel in dual language programs, it is crucial to provide high-quality professional development opportunities to teachers and administrators and to support them in the form of providing ample time for planning and collaboration.

2. TWI program structure, such as alignment of TWI programs, program planning, and curriculum, with an emphasis on setting high expectations for fifth- and sixth-grade students, is another crucial factor for successfully supporting current TWI elementary students as they transition to middle and high school. It is necessary to carefully plan curriculum that aligns across all grades in order to ensure that students are at grade level in both languages. A special focus needs to be on integrating language objectives (vocabulary, grammar, writing) into the content area objectives and curriculum. In other words, it is essential that the partner language courses integrate language and content. Students who learn content in one language can be expected to demonstrate content knowledge in the second language, because they acquire language skills to express that knowledge (Christian et al., 1997). Sustained use of a child's native language for longer periods of time allows the student to experience normal linguistic development, strengthening the foundation for the acquisition of the second language (Ramirez, 1992). In concordance with program planning, it is also necessary for the district to ensure continuity of TWI program curriculum by having a long-term

plan of the trajectory of the program in all aspects (campus, staff, PR, recruitment plan, afterschool programs, etc.).

3. As applicable to education and any successful business, it is especially important that good communication is in place for a successful transition of TWI elementary school students to middle and high school. This includes communication and collaboration among educators and administrators in regard to consistent program goals as well as ensuring that individual students receive what they need. Communication and collaboration across different schools and the community enhances the favorable outcomes of TWI programs and a successful transition of elementary students to middle and high school.
4. Administrative support for TWI programs, such as support from the school district and from the “receiving” and “sending” schools is another important factor that supports current TWI elementary students as they transition to middle and high school. It is necessary that administration of a school district is directly engaged in and understands the TWI programs and their continuity. In accordance with administrative support, it is also crucial that in a school district, there are long-term plans of the trajectory of the TWI programs, as already elaborated. The key to the success of TWI programs is that the surroundings, including parents, understand and firmly support the basics as well as the goals of dual language education.
5. Vygotsky’s sociocultural pedagogy (SCT) plays an important role in dual language education and also does so for a successful transition of TWI elementary school students to middle and high school. Vygotskian SCT states that an emphasis on collaboration during instruction helps learners to understand and see how interactions

with a social instructional network are crucial for an individual's cognitive and linguistic development (Turuk, 2008). Firmly grounded in the works of Vygotsky, sociocultural theory assumes that children's development is better comprehended through the context of participation in activities which require cognitive processing and communication instead of focusing solely on the individual (Taylor & Sobel, 2011), which emphasizes the importance of using cooperative learning strategies and integrating content, culture, and language into the curriculum for TWI students. Because language acquisition and learning happens through social interaction within an immediate social context (Christian et al., 1997), it is essential students are engaged in activities that are interactive. Project-based learning where students actively explore real-world problems and challenges seems to be a teaching method that aligns well with Vygotsky's SCT.

6. It is also important to consult Cummins's transformative pedagogy when it comes to successfully support TWI students as they transition from elementary to high school. Transformative pedagogy urges educators to organize their interactions with students in such a way that power is generated and shared through those interactions and to arrange them by expanding students' options to identify formations and critical inquiry (Cummins, 2000). Involving students in the learning process to develop buy-in and place responsibility for success onto them is a crucial pedagogical strategy for dual language students and their successful continuity in the program. Ultimately, Cutshall (2009) stated, this will enable students "to learn and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, professional, and community contexts" (p. 40).

Implications for Action

The conclusions of this study lead to some specific implications for action on the part of dual language professionals, school districts, and administrators. Based on the literature and research data, the following actions are recommended.

1. This study presents insights from experts and practitioners on key factors and strategies for dual language programs, in particular for the period when TWI elementary school students transition to middle and high school. It describes perceptions, observations, and recommendations from those who have been immersed in the specialty field of dual language education for more than five years. Consequently, this research study provides administrators, principals, and teachers as well as parents, community, and board members guidelines and suggestions when implementing, enhancing, or improving dual language programs for children and therefore offering more support for elementary students transitioning to middle and high school.
2. When a school district establishes a dual language program, there are various important factors to consider. First, the continuity of the TWI program curriculum needs to be ensured by having a long-term plan of the trajectory of the program in all aspects (campus, staff, PR, recruitment plan, high-quality professional development, afterschool programs). Second, curriculum needs to align across all grades to ensure that students are at grade level in both languages. Third, partner language courses must integrate language and content; and fourth, it is absolutely invaluable to hire engaged staff and teachers with high language proficiency, understanding of immersion education, and belief in the program.

3. Most of the strategies from experts and practitioners that related to pedagogy were assigned to Vygotsky's sociocultural pedagogy and Cummins's transformative pedagogy. Professional development for administrators, principals, and teachers should include strategies that support Vygotsky's sociocultural pedagogy and Cummins's transformative pedagogy to best support TWI students as they transition from elementary to middle and high school.
4. Professional organizations should continue to develop literature and research regarding key factors and pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. Additionally, professional development opportunities should incorporate a deliberate focus on how administrators, educators, parents, and the community can best support students' enrollment in and most of all continuity of their trajectory in the TWI programs.

Recommendations for Further Research

This study was designed to identify and describe the opinions of experts and practitioners in the field of TWI programs on key factors and determine pedagogical strategies that support the successful transition of TWI student from elementary to middle and high school. There are a variety of opportunities for expanding the research in this area. The researcher recommends the following for consideration:

1. The expert panelist group of this study did not include any middle school teachers or principals. A comparative study could be conducted with a Delphi group that includes middle school teachers and principals or solely consists of middle school teachers and principals from the field of dual language programs to help circumvent the assumption

that a Delphi can be a replacement for all other human communications in a given situation.

2. The composition of this study's Delphi panel was seven researchers, three principals, and six teachers. A replica study could be conducted with a different configuration of Delphi members. Results from any formation of the Delphi members would be valuable and could be compared to this study's outcome to identify differences.
3. Studies could be conducted using a different methodology, such as interviews and/or surveys, to get a different perspective on the research questions.
4. Studies could be conducted that explore in more detail the two mainstream pedagogical approaches that emerged as predominant by the panelists of this study: sociocultural pedagogy and transformative pedagogy.
5. In this study, the panelist members provided a variety of suggestions and approaches for the specialty field of dual language education. These suggestions and approaches were put into the following categories: (a) engaged, highly informed and passionate teachers with high language proficiency, (b) program planning and alignment, (c) administrative support, and (d) communication and collaboration among educators and administrators. A study could be conducted on these categories, or on each of their presented recommendations and strategies within these four categories. It would be beneficial to investigate these nonpedagogical strategies and their effectiveness to successfully support TWI students as they transition from elementary to middle and high school.
6. A study could be conducted that compares used pedagogical strategies between TWI elementary schools and TWI middle and high schools.

7. A study could be conducted on how aware and knowledgeable practitioners in the field of TWI programs are in terms of pedagogy and different pedagogical approaches, such as sociocultural, transformative, critical and dialogic, and cultural pedagogy.

Concluding Remarks and Reflections

Many research studies have indicated that dual language education is effective for all participating groups (Thomas & Collier, 2012) and that the following threefold goals for students of TWI programs are being met: (a) bilingualism and biliteracy, (b) academic achievement above grade-level norms, and (c) development of a positive cross-cultural attitude (Reyes & Vallone, 2007). With the recent growth of TWI programs, there is a need for more research about which pedagogical approaches are most successful in promoting second-language acquisition (Genesee, 2004); and the expansion of elementary TWI programs is also causing an increasing interest in the design, implementation, and understanding of effective practices for secondary TWI programs (Bears & De Jong, 2008; Montone & Loeb, 2000).

This study was designed and undertaken due to minimal existing research regarding key factors and pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school. One participant stated, “This is a timely question in our school community.” By using the Delphi methodology, the expert opinions of 16 panelists, consisting of researchers, principals, and teachers, revealed valuable information in regard to key factors and pedagogical strategies for successfully transitioning TWI students from elementary to middle and high school.

It is crucial for the success of these programs and their transition to higher grades to have the following four attributes: (a) a very selective process when it comes to

recruitment of staff, (b) well-aligned and carefully planned programs, (c) surrounding administrative support from the district and school sites, and (d) an excellent communication structure and system. Further, Vygotsky's SCT and Cummins's transformative pedagogy in particular were identified to play an important role for dual language education and its continuity into middle and high school.

This study contributes to the literature of dual language education and can help newly established TWI programs and schools as well as teachers and administrators gain knowledge and provide ideas on how to adequately and effectively support TWI students, focusing primarily on their transition from elementary to middle and high school. By having solicited expert opinion in the field of dual language education, this study can significantly contribute to the specialty field of growing immersion programs in the United States.

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APPENDICES

APPENDIX A

Synthesis Matrix

Authors	Type	Year	Title	Summary Notes/Research Questions/Purpose	Global Society and Bilingualism	English Language Learners/Bilingual Education Models	Student Achievement	Culture & Language	Teaching/Teaching Techniques & Strategies/including Transition from EL to MS	Pedagogy Style (Critical, Dialogic, Culturally Relevant, Sociocultural, Transformative)
Ada (USF)	Journal Article	2007	A Lifetime of Learning to Teach	Author describes evolution of pedagogy with reference to Freinet, Freire and Sherover-Marcuse from her experience teaching Education					Identified classroom practices: Self-Portraits, Class directory, Wirten reflections, class chronicle, classroom environment, cultural offerings, journaling, individual class projects and group synthesis.	
Akos, Patrick	Research Article	2002	Student Perceptions of the Transition from EL to Middle School.	Transition from EL to middle school may be especially challenging because it often involves significant school and personal changes (p.339).					Researchers have found declined self-perception and self-esteem during the middle school years. In addition teacher-student relationship changes.	
Alanis & Rodriguez	Research Article	2008	Sustaining a DLI Program: Features of Success	Explore factors contributing to success and sustainability of DLP at City EL is 90/10 model		Bilingual model increase opportunity to become bilingual.	Scores of 5th grade TAKS (Texas Assessment of Knowledge and Skills) outscored.		Contributing factors to success: 1) Pedagogical Equity 2) Effective bilingual teachers 3) active parent part 4) knowledgeable leadership/community	
Allison, Barbara & Rehm, Marsha	Article	2007	Effective Teaching Strategies for MS Learners in Multicultural, Multilingual Classrooms	Middle school teachers not only help with educational challenges, but also with developmental changes, along with a multicultural student population from a multicultural background	All educators encounter classrooms comprised of students from various cultural, ethnic and racial backgrounds.				Middle school teachers must become educated about pedagogy that is sensitive to developmental and educational needs of young adolescents from diverse backgrounds.	
Alspaugh, John	Article	1998	Achievement Loss Associated With the Transition to Middle School and High School	Increased drop-out rate for students attending middle schools may be associated with the achievement loss and double transition at Grady 6 and 9.					In middle school, student-teacher relationship changes, from small group and individual to whole-class instruction.	
Amrein & Pena	Article	2000	Asymmetry in dual language practice: Assessing imbalance in a program promoting quality	Capacity for dual-language programs to deliver specific benefits to students with different primary and secondary language skills is debated.			English and Spanish TWI programs, students separated themselves into language groups during formal and informal instruction, free class time and outside the classroom.			

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Brooks	Book	1960	Language and Language Learning. Theory and Practice.					Language is the most typical, the most representative and the most central constituent in any culture		
Brown & Cooper	Lit Review	2011	Toward a Conceptual Framework of CRP: An Overview of the Conceptual and Theoretical Literature	CRP and NCLB both focus on child that is entitled to learn			"The problem embracing the American educational system is how to ensure that all students, especially racial/ethnic minority students, achieve" (p.67)	"Culture includes ethnicity and race, as well s gender, class, language, region, religion, exceptionalit y, and other diversities that help to define individuals" (p.72)		"CRP is teaching to the whole child. CRP maintains that teachers need to be non-judgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom". (p.66)
Cammarata & Tedick (University of Alberta & University of Minnesota)	Research Article	2012	Balancing Content & Language in Instruction: Experience of Immersion Teachers (Phenomenology)	Balance content and language instruction for teachers. What does it really mean to teachers? (3 teachers were interviewed) Exploard teacher's lived experience with content and language integration					5 key constituents defining teacher's experience: 1. Identity transformation 2. External challenges. 3. On my own 4. Awakening 5. A stab in the dark. Teachers need to be informed about the linguistic challenges of those standards and have tools for unraveling the linguistic complexities that they represent. Immersion teachers view themselves as content teachers.	
Christian	Article	1996	TWI Education: Students learning through two languages			Expanding resources to ADD a language to the repertoire of English speaking student in addition to improve relationship enhancing			Certain instructional approaches are better suited to TWI programs than others (p.71). Works well: Experimental/hands-on	
Collier & Thomas	NABE Research Journal	2004	Astounding Effectiveness of Dual Language Education for All	Research report of 2 decades of research conducted in 23 school districts and 15 States; collected largest set of quantitative database. Refer to federal research		Requirement of cultural sensitivity, commitment to stick with decision to implement full enrichment program from leadership (principals, administrators). Definition: OneWay: one	Achievement gap closure; better outcomes in Spanish reading and English reading when students are not isolated from the curricular mainstream. Enrichment programs are the only			
Compernelle & Williams	Research Article	2013	Sociocultural theory and second language pedagogy	Vygotskian's sociocultural Theory of mind (SCT) and L2 acquisition: 5 contributions on research in L2 pedagogy from SCT perspective					Crucial concept to keep in mind is mediation.	From the perspective of SCT, L2 pedagogy encompasses any form of educational activity designed to promote the internalization of & control over, the language that learners are studying, whether or not a human mediator (e.g. a teacher) is physically present and overtly teaching, as in a teacher-fronted classroom or a tutoring session.

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Brown & Cooper	Lit Review	2011	Toward a Conceptual Framework of CRP: An Overview of the Conceptual and Theoretical Literature	CRP and NCLB both focus on child that is entitled to learn			"The problem embracing the American educational system is how to ensure that all students, especially racial/ethnic minority students, achieve" (p.67)	"Culture includes ethnicity and race, as well s gender, class, language, religion, exceptionality , and other diversities that help to define individuals" (p.72)		"CRP is teaching to the whole child. CRP maintains that teachers need to be non-judgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom". (p.66)
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Christian	Article	1996	TWI Education: Students learning through two languages			Expanding resources to ADD a language to the repertoire of English speaking student in addition to improve relationship enhancing			Certain instructional approaches are better suited to TWI programs than others (p.71). Works well: Experimental/hands-on	
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Compernelle & Williams	Research Article	2013	Sociocultural theory and second language pedagogy	Vygotskian's sociocultural Theory of mind (SCT) and L2 acquisition: 5 contributions on research in L2 pedagogy from SCT perspective					Crucial concept to keep in mind is mediation.	From the perspective of SCT, L2 pedagogy encompasses any form of educational activity designed to promote the internalization of & control over, the language that learners are studying, whether or not a human mediator (e.g. a teacher) is physically present and overtly teaching, as in a teacher-fronted classroom or a tutoring session.

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Cuenca (University of Georgia)		2011	The Possibilities of Bakhtin's Dialogic Pedagogy for Social Studies	Teachers are in position of influence on children			Actions of pedagogues are deeply intertwined with the responsibility of leading children into adulthood (p.47)			
Cummins (University of Toronto)	Paper	2000	Biliteracy, Empowerment and Transformative Pedagogy	Framework is intended to provide a general guide to the implementation of pedagogy that will effectively promote					3 components:1) Focus on Message, 2) Focus on Language, 3) Focus on Use.	Transformative Pedagogy: interactions between educators and students that foster the collaborative creation of power
Cummins (University of Toronto)	Article	1998	Immersion Education for the Millenium: What We Have Learned from 30 Years of Research on Second Lang immersion	Reflection on 30 y of French Immersion	Immersion educators must explicitly locate their pedagogy and educational vision in the realm of global education and ensure that language policies operating in the school are consistent with this philosophy of global education.		Interdependence Principle Cummins 1981): To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer this proficiency to Ly will occur provided there is adequate exposure to Ly and adequate motivation. There is an underlying cognitive/academic proficiency that is common across languages		Keep (1993) researched high drop-out rate of French immersion - Cummins suggests that may be related to more teacher-centered classrooms; up to 1980 there seems to be less cooperative learning and project-based work in DL. In addition, less student engagement in creative writing in L2 and less reading of authentic children's lit than student in the regular program in English. OUTLINES 7 ACTIVITIES IMPLYING GOOD PEDAGOGY.	
Cummins (University of Toronto)	Article	1992	Bilingual Education and English Immersion: The Ramirez Report in Theoretical Perspective	Cummins perspective on the Ramirez Report (8 year- study released by US Dept. of Education)		Transitional programs limit students' opportunities to use their developing bilingual/biliteral skills in a wide variety of situations, and thus restricts the development of both cognitive & linguistic abilities and denies students the opportunity for self-expression (p.101).			Challenge for educators is to create conditions for learning that expand rather than constricts students' possibilities for both identity formation and knowledge generation.	
Curtain, Helena	Article	1990	Foreign Language Learning: An Early Start. ERIC digest	Direct correlation between amount of time devoted to language study and language proficiency.	Children are open to ideas of global understanding during their EL school years. Study of foreign language is a vehicle to expand their cultural views.					
Cutshall, S.	Article	2009	Clicking Across Cultures. Educational Leadership,		"World languages are a core subject in the partnership's framework of essential skills" (p. 40).			"Students cannot truly master a language until they have also learned to understand the cultural contexts in which the language occurs" (p.40).		

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De Jong & Bearse	Research Article	2014	DLPs as a strand within a secondary school: dilemmas of school organization and TWI mission	Outlines conflict between effective TWI practices and middle school structure.		Majority of TWI programs in the USA are implemented at the primary level (85%)			Interactive and cooperative learning activities are essential to engage all learners.	
DeJong	D	1996	Integrating language minority education in elementary schools	Study presents a framework for a whole-school approach to language minority education that makes it an integral part of the school environment.				Because students in TWI programs are taught together and the native language of language minority is used for academic learning have the potential of avoiding the negatives effects associated with a loss of cultural bearings and of preventing segregations.	To achieve the goals of acculturation and developing positive relationships among students from different ethnic groups, student integration is necessary.	
Dewey, John	Book	1959	My pedagogic creed	The isolation of the teacher is a thing of the past.					"The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these	
Franquiz (University of TX)	Article	2012	Key Concepts in BE: identity texts, cultural citizenship and Humanizing pedagogy	education that makes it an integral part of the school environment.					Teachers in the profession who desire to move from traditional mainstream pedagogy in which language learner are passive individuals to a humanizing pedagogy in which language learner are invited to examine competing meanings and forms of knowledge.	
Freeman, Freeman & Mercury	Article	2005	Dual Language Essentials for Teachers & Administrators	Provides overview of DLP in US			Students in DLP score better on standardized tests than ELL from other programs		Importance of finding quality Students in DLP score better on standardized tests in English than ELL teachers (Teacher and teacher' slanguage proficiency are crucial to the success of the program) - thorough understanding of the context of program needed.	
Freire, Paulo & Macedo Donaldo (intro)		2005/1970	Pedagogy of the Oppressed- Foreword by Macedo							Freire focuses on creating classrooms that challenge students to question assumptions. Freire calls traditional pedagogy: Banking model (fill up like a piggy bank). He argues to treat the learner as co-creator of knowledge.

Authors	Type	Year	Title	Summary Notes/Research Questions/Purpose	Global Society and Bilingualism	English Language Learners/Bilingual Education Models	Student Achievement	Culture & Language	Teaching/Teaching Techniques & Strategies/including Transition from EL to M	Pedagogy Style (Critical, Dialogic, Culturally Relevant, Sociocultural, Transformative)
Gandara & Hopkins	Book	2010	Forbidden Language : English learners and restrictive language policies	Overview of ELL in the US and a brief history of the policies that guided their instruction. Analyzes current research on teaching ELL in order to determine the most effective instructional strategies.		Historically, US has demonstrated a weak commitment to ELL				
Garcia, Arias, Murri & Serna	Article/Lit Review	2011	Developing Responsive Teachers: A challenge for a Demographic Reality	Articulates importance of enhancing teacher knowledge through contact and collaboration with diverse ethnolinguistic communities	Need to prepare all teachers for culturally and linguistically diverse students.					
Garcia, Kleifgen & Falchi	Lit Review	2008	From ELL to Emergent Bilinguals			Linguistic interdependence: 2 languages bolster each other up			Growing dissonance between research and inappropriate educational programs	
Gay (Prof at University of Washington-Seattle)	Article	2004	Importance of Multicultural Education				Curriculums infused with multicultural education boost academic success and prepare students for roles as productive citizens		2 categories of curriculum development: reality/representation and relevance	
Gay (Prof at University of Washington-Seattle)	Book	2010	Culturally Responsive Teaching - Theory, Research and Practice	Demonstrating that students learn better on multiple measures of achievement when teaching is filtered through their own cultural experiences	To live the highest quality lives possible, it is important to relate to people from different ethnic, racial, cultural, language and gender backgrounds.				Knowledge of communication patterns among ethnic groups is helpful, but not enough (p.125) - need to translate it to their own particular instructional situations (contextualization).	
Gay (Prof at University of Washington-Seattle)	Article	2002	Preparing for culturally responsive teaching (Article drawn from Gay's Book Culturally Responsive Teaching: Theory, Research, and Practice)	Culturally responsive teaching is using the cultural characteristics, experiences, and perspectives of ethnicity diverse students as conduits for teaching them ore effectively.			Based on assumption that when academic knowledge & skills are situated within the lived experiences and frames of reference of sts, they are more personally meaningful, have higher interest appeal & are learned more easily & thoroughly.		Explanation of 3 kinds of curricula: 1) formal plans (approved by policy and accompanied by text books) 2) symbolic (images, awards, celebrations to learn from what is displayed) 3) societal (knowledge about ethnic groups portrayed in mass media)	

Authors	Type	Year	Title	Summary Notes/Research Questions/Purpose	Global Society and Bilingualism	English Language Learners/Bilingual Education Models	Student Achievement	Culture & Language	Teaching/Teaching Techniques & Strategies/Including Transition from EL to M	Pedagogy Style (Critical, Dialogic, Culturally Relevant, Sociocultural, Transformative)
Genesee (McGill University)	Handbook	2004	What do we know about Bilingual Education for majority language students?				Future research: What pedagogical approaches are most effective in promoting 2nd language acquisition?		Success of bilingual education like general ed depends on quality instruction, continuity in program delivery, competence of instructional personnel, class size, etc. Indicated need for more research.	
Giachino-Baker & Pillier	Journal Article	2006	Parental Motivation, Attitudes, support and commitment in SoCal TWI programs	Research data to assist teachers and administrators in gaining and maintaining parental support. Chosen EL school is 50/50.	Promising approach to nurture children's linguistic and cultural heritage is TWI	Mt. Pleasant EL school's parents purposefully enroll their children in program and therefore have strong motivation	Suggestion for future research: description and analysis of TWI methodology used in TWI classes.			
Grills-Taquechel, Norton and Ollendick	Research Article	2010	A longitudinal examination of factors predicting anxiety during the transition to middle school	Transition from EL to middle school is regarded as a period of stress and turmoil for young adolescents, associated with changes in anxiety and psychological problems.					Teacher support plays important role for early adolescents (p.496), as students are faced with challenges of managing new friendships, peer groups, navigating new school and class schedule and received more difficult homework (p.505)	
Grosjean, Francois	Book	2010	Bilingual - Life and Relativity	covers entire body of scholarly literature on bilingualism produced during the past 100 years			First half 20th century, it was said that bilingualism had negative effects on development of child - later studies with the opposite results indicated that these studies contained methodological and subject-selection problems.			
Hansen, Klaus-Henning	Essay/Review	2008	Rewriting Bildung for Post modernity: Books on Educational Philosophy, Classroom Practice & Reflective Teaching	3 books are discussed in terms of Bildung as a core concept of education and in terms of the way this concept has been appropriated by these authors					Didaktik is a discipline for teacher education, an interplay between individual and the cultural objects of a society.	
Hopemann, Stefan (University of Vienna)	Research Article	2007	Restrained Teaching: the common core of Didaktik	Outlines the history of didaktik					Teacher doesn't overpower students but helps them develop success. Didaktik shares the notion of the classroom as a transformative space in which knowledge is created.	
Howard, Sugarman, Christian & Center for Applied Linguistic	Report	2003	Trends in TWI: Review of the Research	Synthesize key findings		Content and literacy instruction have shown to be effective for ELL	3 identified criteria's of TWI; student academic outcomes are favorable		Good preparation/credentialing of TWI teachers	

Authors	Type	Year	Title	Summary Notes/Research Questions/Purpose	Global Society and Bilingualism	English Language Learners/Bilingual Education Models	Student Achievement	Culture & Language	Teaching/Teaching Techniques & Strategies/including Transition from EL to M	Pedagogy Style (Critical, Dialogic, Culturally Relevant, Sociocultural, Transformative)
Howard, Sugarman, Christian, Lindholm-Leary & Rogers	Lit Review	2007	Gulding Principals for Dual Language Education	Consistency found between factors defining exemplary DLP and practices in effective mainstream schools.		Context is important lens through which to understand program depending on school's community.	Declares 3 defined goals of effectiveness: 1) Bilingualism 2) Academic Achievement 3) Cross-cultural attitude		Good instruction is more complicated in DLPs due to added goals of bilingualism, biliteracy and multicultural competence. Therefore, it's more important to use a variety of techniques that respond to different learning styles. Strand 3 focuses on Instruction.	
Keep, Linda (University of Alberta)	D	1993	French Immersion Attrition: Implications for Model Building	Drop out rates due to low academic achievement			Negative: Problem of Attrition, lack of speed, neg impact on students		Teacher is a primary variable influencing learning outcomes.	
Kellner, Douglas (UCLA)	Article	2003	Towards a Critical Theory of Education	Good students can analyze, criticize and question not only materials but also context	Proposes developing a critical theory of education for democratizing and reconstructing education to meet the challenges of a global and technological society.				Creation of learning-processes that help students better themselves and create a better life through social transformation and empowerment, and the opposition of dominant conceptions of education and schooling	Resembles Freire's critical pedagogy
Lindholm-Leary	Lit Review	2005	Effective Features of DLE: Review of Research	Importance of understanding features related to instructional practices, staff quality and professional development, program structure, family and community involvement and support and resources		Understanding these features help young programs to mature and more experienced programs to promote more successful outcomes in students (p.40). Successful language implementation is based on duration of program, optimal language input and output,	DLE is successful in promoting high levels of L1, L2, in addition to creating positive attitudes in students, teachers enjoy teaching DLE and parents are satisfied.		Success of DLP points to certain pedagogical factors. Monolingual lesson delivery, students use language of instruction, structured and unstructured tasks for students to use language, relevant, challenging and comprehensive language input, positive interaction.	
Lindholm-Leary	Article	2005	Rich Promise of TWI	Explanation of how TWI go beyond language proficiency by giving academic confidence and cultural awareness	TWI model presents one of the best teaching practices available to address cultural, ethnic and linguistic diversity.	Positive attitudes towards school,			Factors to success of TWI includes clearly defined goals for student outcomes, effective curriculum and high quality teachers that understand theories underlying bilingual education.	
Lindholm-Leary & Block	Study	2010	Achievement in Low SES/Hispanic DL schools	Comparison of 4th, 5th & 6th grade Hispanic compared to State test results			Test Scores of DL student increased faster than mainstream students in both language arts and mathematics		Students need to be comfortable to learn by using familiar examples to teach complex ideas.	
Lindholm-Leary & Borsato	Study	2002	DL Achievement, Proficiency, and Attitudes among current HS grads of TWI programs	Study of 142 9-12th grade students who have been enrolled since Kidner or 1st grade - students completed questionnaires		Students rate themselves at moderate levels of Spanish proficiency, have positive attitudes about benefits of bilingualism and continue to use SP frequently				

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Marian, Shook & Schroeder (Northwestern University)	Research Article	2013	TWI Programs Benefit Academic Achievement	Examination whether TWI benefit academic achievement by analyzing reading and math standardized test scores of 3rd, 4th and 5th grade students		TWI models are beneficial in multiple ways and should be seriously considered when designing and implementing education programs" p.162	Results are consistent with previous research: TWI can benefit reading and math performance in EL school children"			
Martin-Beltran	Study	2010	Two-Way language bridge: Co-Constructing Bilingual Language Learning Opportunities	Studies nature of student interactions in dual immersion schools		2 language can simultaneously become mediational tools and objects of analyses within bilingual interactional spaces			Allowing interplay between languages and creating activities that encourage learners to co-construct text language learning can be fostered.	
Mondloch	D	2012	Elementary language immersion: Lessons for practitioners from case studies in five states.		The realities of a global society magnify the need for U.S. students to be proficient in the 21st Century Skills of bilingualism, bi-literacy and cross-cultural appreciation.	Evidence that students profited from language immersion, simultaneously acquiring a L2 through content instruction and performing at or above peers on standardized tests in English.	TWI offer the least expensive and most effective outcomes for language acquisition and becoming proficient in a L2 and benefits students cognitively, academically, and socially.			
Monroy, Joanie	D	2012	Leadership in EL DLP (Qualitative Case Study)	What are leadership practices contributing to implementation? Which of 9 dimensions are evident in the observed practices of DLP administrators?	21st Century Skills of bilingualism, bi-literacy and cross-cultural appreciation.	Bilingual Programs used to be mainly transitional.1968 Bilingual Education Act passed to provide funding for bilingual programs.				
Montone, Christopher & Loeb, Michael (CAL)	Research Article	2000	Implementing Two-Way Immersion Programs in Secondary School	Number of successfully implemented secondary TWI remains small and there is not existing research base evaluating their effectiveness.		Increasing interest in design and implementation of secondary TWI programs			Possible areas for research are implementation strategies of programs.	
Moodian, M.	Book	2009	Contemporary Leadership and Intercultural Competence	Exploring the cross-cultural dynamics within organizations	Elementary			Culture shapes human behavior, which is the visible part of cultural practices, while underlying values and beliefs constitute the invisible part of culture. Language often becomes the maximum significant representative of culture because language is one of the most fundamental aspects of cultures.		
Morrell, Ernest	Article	2004	Bakhtin's Dialogic Pedagogy	Implications for Critical Pedagogy, Lit Education, and Teacher Research in the US					Importance that students are encouraged to be expressive and bold, participate in discussions and they gain awareness of their ability to be creative as speakers and writers (p.93).	

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Nagda, Gurin & Lopez	Research Article	2003	Transformative Pedagogy for Democracy and Social Justice						Instructors must be willing to learn from students (Freire). Instructor's role requires ethical mindfulness (critical, reflexive concern for how the teacher's own values,	Authors propose engaged learning for democracy drawing from multicultural education and critical pedagogy.
Nieto	Book	2002	Language Culture and Teaching	Information, insights, and motivation to teach students of diverse cultural, racial, and linguistic backgrounds	It's imperative to re-conceptualize the role of languages other than English in school and society.	Fluency in another language was perceived as a handicap to their learning English.		Everyone has one "because all people participate in the world through social and political relationships informed by history as well as by race, ethnicity, language, social class sexual orientation, gender and other circumstances related to identity and experience" (p.10)		
Parker, A and Neuharth-Pritchett	Article	2009	Calmin Rough Waters	Teaching Strategies for smoothing the transition to middle school					Middle school teachers play important role in young adolescents' transition experience - teacher's careful consideration of their role is needed	
Pellegrini, A.D.	Article	2010	Bullying, Victimization, and Sexual Harassment During the Transition to	Problem of school violence especially in middle school is visible as it is in most countries in the industrialized world.					Despite the magnitude of the problem for young adolescents, the developmental or school contextual factors contributing to the increase	
Reyes & Vallone	Lit Review	2007	Constructing Identity through critical additiative pedagogy	Postulation of 4th component besides 1) bilingualism 2) achievement of above grade level norms 3)Cross-cultural awareness			"We need to look at new ways of educating & socializing children to meet the challenges of an increasingly culturally complicated".		Describe schools as a socializing agents of students having the opportunity to profoundly influence identify construction through pedagogical and curricular stance.	
Rhodes & Pufahl	Book	2009	Foreign Language Teaching in U.S. Schools	How well are schools preparing students to become global citizens who can communicate in languages other than English?	Second language experience is fundamental to any country's ability to remain competitive	Results reveal that despite some positive developments, overall foreign language instruction has decreased over the past decade and the achievement gap has widened.				
Rychly & Graves	Lit Review	2012	Teacher Characteristics for Culturally Responsive Pedagogy						Elucidates 4 essential teacher practices : 1(Caring and Empathetic, 2)Refelctive about their attitudes and beliefs, 3) Reflective about their won cultural frames of reference, 4) Knowledgable about other cultures	Culturally responsive=respond to cultures present in class; multicultural education: presented content is representative of various cultural perspectives.
Scanlan & Palmer	Analysis	2009	Race, Power and (In)equity within TWI Settings	Filling gap by analyzing dimensions of race, ethnicity, class and disability		DLP build bridges across heterogeneous student bodies.	In order to serve children along all lines of diversity, issues of race and class need to be addressed.			

Authors	Type	Year	Title	Summary Notes/Research Questions/Purpose	Global Society and Bilingualism	English Language Learners/Bilingual Education Models	Student Achievement	Culture & Language	Teaching/Teaching Techniques & Strategies/Including Transition from EL to M	Pedagogy Style (Critical, Dialogic, Culturally Relevant, Sociocultural, Transformative)
Sheets	Article	2009	Diversity Pedagogy Theory (DPT)					To be effective as a teacher, you must understand and acknowledge the critical role culture plays in the teaching learning process.		Inspirable connection of culture and cognition; diversity is the norm, importance about gaining knowledge about diverse culture.
Silver, Barbara	D	2011	Parental Motivation for enrolling child in TWI program (nonexperimental quantitative design) - used validated survey from Dr. Parkes (2000)	1) What factors motivate Parents to enroll children in TWI programs? 2) What factors motivate non-E parents to enroll children in TWI program? 3) Significance difference?			There is an achievement gap that exists among different groups of school-aged children.			
Smith, Mark K.	Article	2012	What is Pedagogy?	Author explores the origins of pedagogy and elaborates that					Teaching is just one aspect of practice.	Pedagogue need to bring learning to life, and needs to be explored through the thinking and practice of those educators who look to accompany learners.
Smith, Sheppard, Johnson and Johnson	Article	2005	Pedagogies of Engagement: Classroom Best Practices (College)	Article focuses on classroom based pedagogies of engagement.			Competition leads to loss, what is needed is cooperation.		Active and cooperative education, inquiry and problem based learning, cooperative education, inquiry, problem based learning, team projects .	
Soderman	Article	2010	Language Immersion Programs for Young Children?	How early and best to do second language experience			"...ability to think and express in more than one language, respect for differences in others, and confidence to move fluidly from one culture to another. "p.61		Immersion provides best opportunity for children to attain high levels of proficiency in target language but only when well constructed, engaging and developmentally appropriate.	Indicates the importance of qualified and skilled instruction. Need to address pedagogy from non-deficit model.
Stewart & McClure	Article	2013	Freire, Bakhtin and collaborative pedagogy: A dialogue with students and mentors	Concept of some people have more opportunity to take the role of power holder than others (Hermans).					Dialogue is the opportunity available to me to open up to the thinking of others and thereby not wither away in isolation (Freire 2004)	Engaging in philosophical dialogue with mentors and viewing students as co-creators of knowledge and pedagogy can enhance teaching and learning and nourish teachers.
Taylor & Sobel	Book	2011	Culturally Responsive Pedagogy: Teaching Like Our Students' Lives Matter	Based on scholarly lit, authors share results from studies that investigated teachers' cognition and classroom practices relevant to using broad cultural diversity as a resource.	To teach children from diverse backgrounds effectively, schools need teachers who understand the impact of students' home & community cultures on their educational experience and who have skills to interact with students from a range of backgrounds. Thus, the sociocultural lens, which teachers bring to the classroom, is an important factor in ensuring effective teaching and learning for a diverse population of students (p. 5).			Culture acts as a mediator in a person's acquisition and expression of literacy; therefore, literacy learning shapes an individual's cultural identity, and cultural identity influences one's interpretation, acquisition and expression of literacy.	Research indicates that students from diverse backgrounds rely substantially on their teachers.	

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Turuk	Article	2008	The relevance and implications of Vygotsky's sociocultural Theory in the second language classroom	Sociocultural theory has a holistic view about the act of learning (p. 247).					Theory emphasizes that during instruction, awareness of the structure and function of language is developed by using it socially (p. 258).	Sociocultural theory considers learning a semiotic process where participation in socially-mediated activities is essential. It is a collaborative achievement and not an isolated individual's effort.
Vasquez-Levy, Dorothy	Essay/Review	2002	Bildung-centred Didaktik: a framework for examining the educational potential of subject matter	Teacher education in the US lacks a coherent approach for considering the problems of the curriculum within classroom work					Didaktik prevents the teacher from being consumed by simply institutional concerns, which may be antagonistic to student' Bildung	"Bildung is the process of developing a critical consciousness and of character-formation, self-discovery, knowledge in the form of contemplation or insight, an engagement with questions of truth, value and meaning" (p.119).
Violette, Allison	D	2013	Impact of Early Language learning on student achievement (quantitative)	1) How do DLP students compare to non-immersion ones in their EOG (end of Grade) reading and math results? 2) same-within same school population 2 districts in NC		Research supports the need to expose children to languages as an early age	Language immersion students achieve higher levels in reading and math.			
Vygotsky, L.	Book	1978	Mind in Society: The Development of higher Psychological Processes	Sociocultural theory assumes that children's development is better comprehended through the context of participation in activities which require cognitive processing and communication, instead of focusing solely on the individual (Lantolf & Thorne, 2010).	"Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". (p.90)	The path from object to child and from child to object passes through another person (p.30).			Zone of proximal development (ZPD). is that in contrast to traditional tests and measures that only indicate the level of development already achieved, the ZPD is forward-looking through its allegation that what once can do today with support is indicated of what one will be able to do independently in the future (Lantolf & Thorne, 2010).	
Vygotsky, L., Rieber, R., Robinson, D., & Bruner, J.S.	Book	2004	The essential Vygotsky, edited by Rieber, Robinson, in collaboration with Bruner						"If you break the pattern that connects the learning from the cognitive, emotional, and connotative aspects of mind, you create the danger of interfering in your ability to understand the natural view of human nature" (p.3).	Against "individualism", because whatever the role of the individual may be, one cannot answer the question in the abstract, but it can only be answered meaningfully in reference to a particular situation related to the question being asked.
Weatherford, Jarold (CAL)	Article	1986	Personal Benefits of Foreign Language Study		Second Language is becoming a virtual part of the basic preparation for an increasing number of careers.		# of studies lead to the conclusion that foreign language study can aid the cognitive development of the brain			
Weintraub, Daniel	D	2012	Comparing perceptions between DLP teachers and traditional	How do teachers of Spanish speaking ELL in DL and teachers in traditional schools compare their perception of instituting two key components of transformative pedagogy related to identify affirmations and promotion of higher order thinking skills (Cummins)?		Need to meet the academic and social needs of growing number of ELL.			DLP teachers perceive themselves as using key aspects of TP to a larger degree.	

APPENDIX B

Participant Request Letter

Dear Expert of Dual Language Immersion Program:

Please allow to introduce myself to you: I am a doctoral candidate in Organizational Leadership at Brandman University (Chapman University System), and currently working on my dissertation of *Pedagogy and Successful Practices in Dual Language Immersion Programs*. I would like to ask you to serve as an expert in this study because your knowledge and experience regarding dual language programs would provide valuable information for my Delphi study. In order to stipulate a clearer picture of the content and anticipated time commitment in regard to this study, here is more information:

- The purpose of this qualitative study is to identify and describe the opinion of experts and practitioners in the field of Two-Way Immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.
- The expert panel will consist of five teachers with at least five years of experience in having taught in a dual language program, five principals/administrators with at least five years of experience in working for a dual language school, and five researchers from the field of dual language programs with previous teaching experience.
- The Delphi process will be conducted during the month of February 2015, consisting of three rounds. For each round, there will be given specific instructions. Data collection will take place entirely on the Internet on SurveyMonkey. The table below shows the timeline and estimates of your time commitment:

Round	Start Date	End Date	Time Commitment
1	Sat, Jan 31, 2015	Sat, Feb 7, 2015	45-60 min.
2	Mon, Feb 9, 2015	Sun, Feb15 2015	20-30 min.
3	Mon, Feb 16, 2015	Mon, Feb 23, 2015	45-60 min.

- There are no right or wrong answers to the questions as this research is seeking your expert opinion. Results will be made available to the expert panelist at the conclusion of the study.

Enclosed are an Informed Consent Form Waiver and Research Participant Bill of Rights from Brandman University if you agree to participate. If you consent to participating, please reply with an email confirming your acceptance.

I sincerely hope you will consider sharing your expertise in Pedagogy in Dual Language Immersion Programs. For any type of questions, please email me at xxxxxxxx@xxxxxxxxxxx.xxx or call (xxx) xxx-xxxx. Thank you for your time and consideration.

Respectfully,

Reggie Sellards,
Doctoral Candidate

APPENDIX C

Brandman University Informed Consent Waiver

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618

Title of the Study:

Pedagogy and Successful Practices in Dual Language Immersion Programs

Investigator:

Reggie Sellards, Doctoral Candidate; xxxxxxxx@xxxxxxxxxxxxx.xxx; Cell: xxx-xxx-xxxx

Purpose of the Study:

The purpose of this qualitative study is to identify and describe the opinion of experts and practitioners in the field of Two-Way Immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Methodology:

The Delphi process consists of three rounds and will start on January 31, 2015 and end February 23, 2015.

In participating in this study I understand that:

- a) There are no physical risks associated with participating in this study.
- b) There are no benefits of this student to me outside of serving as an expert panelist and possibly contributing to the field of dual language programs.
- c) I may refuse to participate in or I may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.
- d) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law.
- e) If the study design or the use of the data is to be changed, I will be so informed and my consent obtained.
- f) If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618 Telephone (949) 341-641.

I acknowledge that I have received a copy of this form and the research participant’s Bill of Rights. I read and understand the above and hereby consent to the procedures set forth

Signature of Research Participant

Date

Print Name

APPENDIX D

Research Participant's Bill of Rights



BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX E

Round 1 Panelist Letter

Dear Expert Panelist:

Thank you for agreeing to be an expert panelist for my normative Delphi study. As an expert in the field, your opinions will strengthen this research and contribute additional knowledge to the specialty field of growing immersion programs in the United States. You are participating with 14 other experts to identify and describe key factors and determining pedagogical strategies that support the successful transition of TWI elementary school students to middle and high school

There will be three rounds of surveys regarding the research questions. Your commitment to finish all three rounds is crucial to the success of this research study. Here is the projected timeline and approximate time for each round:

Round	Start Date	End Date	Time Commitment
1	Sat, Jan 31, 2015	Sat, Feb 7, 2015	15-45 min.
2	Mon, Feb 9, 2015	Sun, Feb 15, 2014	10-30 min.
3	Tue, Feb 17, 2015	Mon, Feb 23, 2014	15-45 min.

As a start, please review the attachment to have a common understanding of the key terms used throughout this research, as they are relevant to this study.

The purpose of study is to identify and describe the opinion of experts and practitioners in the field of Two-Way Immersion (TWI) programs on key factors and determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Please follow this link to access SurveyMonkey to answer the introduction question and the first research question: <https://www.surveymonkey.com/s/2SHXWGB>

Respecting the busy schedule of the expert panelists, please respond **on or before February 7, 2015**. If you have any questions, please contact me at xxxxxxxx@xxxxxxxxxxx.xxx or call (xxx) xxx-xxxx. Thank you again for your participation and adhering to the timeline. Your engagement and cooperation are highly appreciated.

Respectfully,

Reggie Sellards,
Doctoral Candidate

APPENDIX F

Attachment to Round 1 Panelist Letter

Definitions of Terms

To have a common understanding of the key terms used throughout this research, the following terms are defined as they are relevant to this study:

Bilingualism	The capability to speak two languages (“Bilingualism,” n.d.)
Biliteracy	The ability to not only speak two languages but also read and write them. Being literate in two languages.
Cultural Awareness	Awareness that culture is situated within and predisposed by sociopolitical, historical, and economic contexts, which are in turn influenced by aspects of power and privilege (Taylor & Sobel, 2011).
Cultural Competency	Process of developing cultural awareness, knowledge and skills (Kratzke & Bertolo, 2013). Mastery of understanding “the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class and religion” (Nieto, 2010, p. 48). Not just embracing diversity as an acknowledgement, but also affirming it as an asset (Brown-Jeffy & Cooper, 2011).
Dual language program (DLP)	Also called bilingual immersion, two-way immersion (TWI), two-way bilingual and developmental bilingual education programs. They are an educational approach of integrating language minority and language majority students for all or most of the day that provides content and literacy instruction to all students in both languages (Howard et al., 2003).
Effectiveness of DLPs	Meeting the following threefold goals: (1) bilingualism and biliteracy, (2) academic achievement above grade level norms, and (3) development of a positive cross-cultural attitude (Christian et al., 1997).
Immersion	The integration of content and language, which is fundamental to the curriculum of immersion programs (Cammarata & Tedick, 2012). “A method of foreign language instruction in which the regular school curriculum is taught through the medium of a second language” (Lindholm-Leary, 2001, p. 27).
Pedagogy	The art, science or profession of teaching (“Pedagogy,” n.d.). Pedagogy is creating the condition for and supporting development, for which it often involves a physically present mediator (Van Compernelle & Williams, 2013).
Positive cross-cultural attitude	A good and undeniable disposition toward other cultures.
Practice	A repeated customary action; activity of doing something repeatedly in order to become better at it (“Practice,” n.d.)

APPENDIX G

Round 2 Panelist Letter

Dear Expert Panelist:

Thank you very much for your responses to Round 1 survey. I believe that you have provided very valuable insight and wisdom regarding key factors that support the successful transition of TWI students from elementary to middle and high school

For Round 2, please follow this link to access SurveyMonkey where you will find the typed responses given by the expert panelists and then rate them according to your opinion of importance. The range for rating the strategies is from 1 to 5, whereas 1 means *very unimportant*, 2 *unimportant*, 3 *neither important nor unimportant*, 4 *important*, and 5 *very important*.

Thank you once again for your insight and valuable input. The Round 2 surveys are due on **February 15, 2014**; please submit your ratings by this date.

If you have any questions or concerns, please contact me. I am happy to provide assistance and am looking forward to your ratings.

Respectfully,

Reggie Sellards
(xxx) xxx-xxxx
xxxxxxxx@xxxxxxxxxxxxxxx.xxx

APPENDIX H

Round 3 Panelist Letter

Dear Expert Panelist:

Thank you so much for your responses in Round 2. By following this link to access SurveyMoneky, you will find the result of the most highly rated factors identified by you as they pertain to the students' continued dual language status. Please go ahead and answer my last Research Question 3:

For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

For your convenience, I am attaching a summary of four mainstream pedagogical approaches from my literature review to this email that you can review. Please keep in mind that the study's goal to produce a consensus on key pedagogical strategies that support current TWI elementary school students transitioning to middle and high school.

Thank you again for your participation input and time. Please submit your detailed responses before **February 23, 2015**.

After completing Round 3, your role in this research study is fulfilled. You will receive a full summary of the research when completed. For any time of questions, please don't hesitate to contact me.

Respectfully and with great appreciation,

Reggie Sellards

(xxx) xxx-xxxx

xxxxxxxx@xxxxxxxxxxxxxxx.xxx

APPENDIX I

Attachment to Round 3 Panelist Letter

Overview of Four Pedagogical Approaches

Pedagogy	Scholars	Description
Critical & Dialogic Pedagogy	Freire (1921-1997), Brazil Mikhail Bakhtin (1895-1975), Russia	Argues to empower students to question assumptions and challenge unjust treatment by engaging in a recursive dialogue with students (Freire, 2000). Using dialogic pedagogy asks information-seeking questions and treats students as capable and knowledgeable participants (Matusov, 2009).
Diversity Pedagogy Theory (DPT), Cultural Relevant Pedagogy (CRP) Culturally Responsive Theory	Sheets (Texas Tech University) Gay (University of Washington), Irvine (Emory University, Atlanta), and others	Emphasis on teachers' need to be nonjudgmental and inclusive of the cultural backgrounds of their students (Brown-Jeffy & Cooper, 2011). "Culture is the center of all we do in in education" (Taylor & Sobel, 2011, p. 207). Attending to the specific cultural characteristics that make students different from one another and the teacher (Rychly & Graves, 2012).
Sociocultural Pedagogy	Lev Vygotsky (1896– 1934), Russia	Language acquisition and learning happens through social interaction within an immediate social context (Christian et al., 1997). Children's development is better understood through the context of participation in activities, which require cognitive processing and communication (Taylor & Sobel, 2011).
Transformative Pedagogy	Jim Cummins (1949), University of Toronto	Focus on interactions between educators and students that foster the collaborative creative of power (Cummins, 2000).

Brasfield, G. A. (2007). *A Delphi study investigating the most effective instructional strategies used to assist students with the California high school exit examination* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3290065).

Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38(1), 65-84.

Christian, D., Montone, C. L., Lindholm, K. J., & Carranza, I. (1997). *Profiles in two-way immersion education*. Miller Parkway, IL: Center for Applied Linguistics and Delta Systems.

Cummins, J. (2000). Biliteracy, empowerment, and transformative pedagogy. In J. V. Tinajero & R. A. DeVillar (Eds.), *The power of two languages 2000: Effective dual-language use across the curriculum* (pp. 9-19). New York, NY: McGraw-Hill.

Freire, P. (2000). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

- Lindholm-Leary, K. J. (2001). *Dual language education*. Clevedon, England; Buffalo, NY: Multilingual Matters.
- Matusov, E. (2009). *Journey into dialogic pedagogy*. New York, NY: Nova Science.
- Rychly, L., & Graves, E. (2012). Teacher characteristics for culturally responsive pedagogy. *Multicultural Perspectives, 14*(1), 44-49.
- Taylor, S. V., & Sobel, D. M. (2011). *Culturally responsive pedagogy: Teaching like our students' lives matter*. Bingley, UK: Emerald.
- Van Compernelle, R., & Williams, L. (2013). Sociocultural theory and second language pedagogy. *Language Teaching Research, 17*(3), 277-281. doi:10.1177/13621688134829

APPENDIX J

Reminder Round 1 Letter

Please don't forget to take the survey on Pedagogy in Dual Language Education. If you have already completed the Round 1 survey, thank you for your input and please disregard this message.

This is a reminder that the deadline for Round 1 is this Friday, February 6. I am resending the email dated January 31, which includes the link to the survey and necessary information for answering Round 1 research questions.

Thank you again for your participation in Round 1. The Round 2 survey will be sent out to you on Monday, February 9.

Here is the link to the survey:
<https://www.surveymonkey.com/s.aspx>

Thank you for your participation!

Reggie Sellards

Email sent out on January 31:

Dear Expert Panelist:

Thank you for agreeing to be an expert panelist for my Delphi study. As an expert in the field, your opinions will strengthen this research and contribute additional knowledge to the specialty field of growing immersion programs in the United States. You are participating with 15 other experts to identify and describe key factors and determining pedagogical strategies that support the successful transition of Two-Way Immersion (TWI) elementary school students to middle and high school.

There will be three rounds of surveys regarding the research questions. Your commitment to finish all three rounds is crucial to the success of this research study. Here is the projected timeline and approximate time for each round:

Round 1: Sat, Jan 31, 2015 - Fri, Feb 6, 2015 (15-45min)

Round 2: Mon, Feb 9, 2015 - Sun, Feb 15, 2014 (10-30min)

Round 3: Tue, Feb 17, 2015 - Mon, Feb 23, 2014 (15-45min)

As a start, please review the attachment "Definition of Terms" sent to you in an earlier email to have a common understanding of the key terms used throughout this research as they are relevant to this study. The purpose of the study is to identify and describe the opinion of experts and practitioners in the field of TWI programs on key factors and

determine pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

Please follow this link to answer the introduction question and the first research question:
<https://www.surveymonkey.com/s.aspx>

Respecting the busy schedule of the expert panelists, please respond to the first round of questions on or before February 6, 2015. If you have any questions, please contact me at xxxxxxxx@xxxxxxxxxxx.xxx or call (xxx) xxx-xxxx.

Thank you again for your participation and adhering to the timeline. Your engagement and cooperation are highly appreciated.

Respectfully,

Regula (Reggie) Sellards
Doctoral Candidate 2015
Brandman University
xxxxxxxx@xxxxxxxxxxx.xxx
Mobile: (xxx) xxx-xxxx

<https://www.surveymonkey.com/optout.aspx>

APPENDIX K

Reminder Round 2

Dear Expert Panelist:

This is a friendly reminder to take Round 2 survey on Pedagogy in Dual Language Education. If you have already completed it, thank you for your ratings and please disregard this message.

The deadline for Round 2 is Sunday, February 15. I am resending the email dated February 9, which includes the link to the survey and necessary information for answering Round 2 research questions.

Thank you again for your participation in Round 2. The final survey, Round 3, will be sent out to you on Tuesday, February 16.

Here is the link to the Round 2 survey: <https://www.surveymonkey.com/s.aspx>

Thank you for your participation!

Reggie Sellards

Email sent on February 6:

Dear Expert Panelist:

Thank you very much for your responses to round 1 survey. You have provided a wealth of information. In order to maintain the integrity of your answers, all returns were carefully reviewed and key factors only edited or eliminated when the same factor was expressed in different words, too intricate to list, or multiple factors were listed in a single entry.

Research Question 2 is the following: What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?

Please rate the answers according to your opinion of importance. The range for rating the strategies is from 1 to 5, whereas 1 means *very unimportant*, 2 *unimportant*, 3 *neither important nor unimportant*, 4 *important*, and 5 *very important*.

Please follow this link to access SurveyMonkey: <https://www.surveymonkey.com/s.aspx>

Thank you once again for your insight and valuable input. The round 2 answers are due on Sunday, February 15, 2014; please submit your ratings by this date.

If you have any questions or concerns, please contact me. I am happy to provide assistance and am looking forward to your ratings.

Respectfully,

Reggie Sellards
(xxx) xxx-xxxx
xxxxxxxx@xxxxxxxxxxx.xxx

<https://www.surveymonkey.com/optout.aspx>

APPENDIX L

Round 3 Reminder Letter

Dear Expert Panelist:

This is a friendly reminder to complete Round 3 survey on Pedagogy in Dual Language Education.

The deadline for Round 3 is Monday, February 23. I am resending the email dated February 17, which includes the link to the survey and necessary information for answering Round 3 research questions.

Here is the link to Round 3 survey: <https://www.surveymonkey.com/s.aspx>

Thank you again for your participation. This is the last round of questions.

Reggie Sellards

Email sent on February 17:

Dear Expert Panelist:

Thank you so much for your responses in round 2. By following the link below, you will find the result of the most highly rated factors identified by you as they pertain to the students' designation as a dual language student. Please go ahead and answer my last research question:

For the most highly rated key factors identified in Research Question 2, what are recommendations for the most effective pedagogical strategies to address these factors in the future?

For your convenience, in a previous email, I sent you a summary of four mainstream pedagogical approaches that you can review. Please keep in mind that the study's goal is to produce a consensus on key pedagogical strategies that support current TWI elementary school students transitioning to middle and high school.

Thank you again for your participation, input and time. Please submit your detailed responses by or before Monday, February 23, 2015.

After completing Round 3, your role in this research study is fulfilled. You will receive a

full summary of the research when completed. For any type of questions, please don't hesitate to contact me.

Here is the link: <https://www.surveymonkey.com/s.aspx>

Respectfully and with great appreciation,

Reggie Sellards

(xxx) xxx-xxxx

xxxxxxxx@xxxxxxxxxxx.xxx

<https://www.surveymonkey.com/optout.aspx>

APPENDIX M

BUIRB Approval



BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB Application Action – Approval

Date: December 16, 2014

Name of Investigator/Researcher: Regula Sellards

Faculty or Student ID Number: B00422091

Title of Research Project:
Pedagogy and Successful Practices in Dual Language Immersion Programs

Project Type: [X] New [] Continuation [] Resubmission

Category that applies to your research:

- [X] Doctoral Dissertation EdD
[] DNP Clinical Project
[] Masters' Thesis
[] Course Project
[] Faculty Professional/Academic Research
[] Other:

Funded: [X] No [] Yes (Funding Agency, Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): 01/15/2015 to 06/01/2015

Principal Investigator's Address: 269 Mesa Lila Rd., Glendale, CA 91208

Email Address: sell4101@mail.brandman.edu Telephone Number: 408-910-0235

Faculty Advisor/Sponsor/Chair Name: Dr. Stephanie Schneider

Email Address: sschneid@brandman.edu Telephone Number: 949-294-0377

Category of Review:

- [X] Exempt Review [] Expedited Review [] Standard Review

I have completed the NIH Certification and included a copy with this proposal
 NIH Certificate currently on file in the office of the IRB Chair or Department Office

Signature of Principal Investigator: Regula Sellards Digitally signed by Regula Sellards
DN: cn=Regula Sellards, o=Brandman
University, email=rsellards@brandman.edu, ou=IRB
Date: 2014.12.16 10:20:11 -0800 Date: December 16, 2014

Signature of Faculty Advisor/
Sponsor/Dissertation Chair: Stephanie H. Schneider, Ph.D. Digitally signed by Stephanie H. Schneider, Ph.D.
DN: cn=Stephanie H. Schneider, Ph.D.,
o=Brandman University, ou=Brandman Faculty
Member, email=shschneider@brandman.edu, ou=IRB
Date: 2014.12.17 09:40:46 -0800 Date: December 17, 2014

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB APPLICATION ACTION – APPROVAL
COMPLETED BY BUIRB

IRB ACTION/APPROVAL

Name of Investigator/Researcher: _____

- Returned without review. Insufficient detail to adequately assess risks, protections and benefits.
- Approved/Certified as Exempt form IRB Review.
- Approved as submitted.
- Approved, contingent on minor revisions (see attached)
- Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)
- Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk: No Risk Minimal Risk More than Minimal Risk

IRB Comments:

IRB Reviewer: Dr. Jody Orfield Digitally signed by Dr. Jody Orfield
DN: cn=Dr. Jody Orfield, o=Brandman
University, ou=
email=jorfield@brandman.edu, ou=IRB
Date: 2015.01.14 10:12:00 -0800

Telephone: 949.341.7650 Email: jorfield@brandman.edu

BUIRB Chair: _____ Date: 1/12/15

REVISED IRB Application Approved Returned

Name: _____

Telephone: _____ Email: _____ Date: _____

BUIRB Chair: _____

APPENDIX N

Round 1 Survey

1. Introduction: Briefly describe your experience (number of years, grade levels taught) in direct instruction and leading dual immersion programs. In addition, researchers, please describe your current research area(s).

2. Research Question 1: Associated with the transition from elementary to middle and high school, students experience many alterations in their school environment while undergoing personal changes. With that in mind, what are key factors that support current elementary Two-Way Immersion (TWI) students as they transition to middle and high school?

Done

Powered by [SurveyMonkey](#)

APPENDIX O

Experts' Answers to Research Question 1

Delphi Study Round 1

SurveyMonkey

Q2 Research Question 1: Associated with the transition from elementary to middle and high school, students experience many alterations in their school environment while undergoing personal changes. With that in mind, what are key factors that support current elementary Two-Way Immersion (TWI) students as they transition to middle and high school?

Answered: 16 Skipped: 0

#	Responses	Date
1	<p>First: elementary TWI students need all the same supports ANY student needs with that transition -- orientation to the new context, guidance in suddenly managing their own time and juggling the expectations of multiple teachers and the navigation to multiple classrooms, clear expectations and patience during the transition, support for social integration and no tolerance for bullying or marginalization of individual students, etc. In addition: assuming the goal is to continue to support their development of both their languages, students need continued rich programming in the target or minority language, and this means not just an AP-level class in the language (that should be a given, with advanced language arts -- reading and writing at the appropriate secondary level), but multiple options, including at least one other core academic class offered in the language, and a few electives. Perhaps community service opportunities to use the language if possible within the community, authentic experiences with the target language community (preferably a local one), electives such as translation certification or appropriate exciting cross-cultural opportunities (e.g. "Latin American Film" or "Cuban Music"). These opportunities can be open to ANY speaker of the target language, not just those coming out of TWI elementary programs, which can have the potential of enriching the student pool with recent immigrants or bilingual students from other places. They will undoubtedly reflect the passions of the faculty, which will add to the vibrancy of the campus as a whole. Also: there needs to be climate adjustment throughout the middle/high schools that take into account the value of the TWI program on their campus. In other words, just adding a few classes is unlikely to be enough to ensure success for the students in maintaining and enriching their target language as they thrive in English -- the school needs to acknowledge and recognize the program on the campus, include it in all descriptions and websites, provide all materials in two languages, embrace an identity as a dual language campus, have signage throughout the school and announcements both to students and to others (eg. during evening events) in two languages, make USE of those bilingual students to make the language program a centerpiece. If the program is simply an add-on or an after thought it will remain marginalized and students will not invest in it. If it is centered in the school's identity, it will thrive. NOW, if we are talking instead about helping TWI kids transition to a middle/high school context where they will not be offered opportunities to continue enrichment of their target non-English language, it seems to me there is little adjustment needed beyond that required for any student. Providing the program they emerged from is strong, they should have the English skills to thrive. They may want and need opportunities to seek out target language practice within the larger community, and a school might find the students succeed even more when they support those students' continued use of the target non-English language even just a little, in informal or unofficial spaces. Supporting students' bilingual identities will help support their academic success.</p>	2/7/2015 9:32 AM
2	<p>Supports include letting students know the importance of continuing their language studies at the secondary level. Students should know the purpose and benefits of continuing to study languages. Secondary programs that offer Seals of Biliteracy are especially beneficial to immersion students. As students transition from elementary to middle school, it is helpful to share the model of instruction students will encounter. For example, our students have two periods immersed in Spanish (literature and Social Studies).</p>	2/6/2015 9:02 PM

3	<p>Unless there is a direct continuation of the TWI program model, most TWI students transition to advanced Spanish classes that are more traditional that they're used to. Even in continuation programs, there is usually more of a focus on grammar and accuracy in language arts. Students need support in understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology. Those who teach these students in middle and high school should have a comprehensive understanding of immersion programs as well as the scope and sequence used in the elementary program(s) that their students come from. Students are also asserting their interests and may not want to continue studying the language they studied in elementary school. If they choose another language to study, they should have support in using their metalinguistic awareness to help them learn the new language. Teachers should also understand the needs and abilities of bilingual students learning an additional language as compared to monolingual students. At the program level, it's important that students not have to choose between TWI courses and other electives. TWI courses should satisfy core content requirements whenever possible so that students can also take other electives such as performing arts. In some cases, the same cohort of students has been together for at least six years. Even in TWI continuation programs, it's important in middle and high school that students have opportunities to take classes with students who come from other elementary schools.</p>	2/6/2015 7:46 AM
4	<p>Some key factors that support current elementary Two-Way Immersion (TWI) students as they transition to middle and high school are the following: 1. Communication between educators at every level 2. Administration support, at district level as well as school site level 3. Communication with parents and students as to the benefits of their education in this type of program 4. Setting milestones/goals for students to complete at each level (elementary, middle and high school) 5. Parent involvement workshops (discussions about the progress of program, training on how to support students learning, or additional supportive resources)</p>	2/6/2015 7:37 AM
5	<p>For our Dual Language English Language Learners, we make sure that they are reclassified before they move onto middle school. We feel this will help them not only academically, but socially as well. Having been reclassified, they will have the opportunity to choose other electives that are more appealing than ELD. Also, our DL students are exposed to oral presentations from k-5 making sure that they build self confidence in speaking in public and in dealing with others. Our students are also experts at collaborating with their peers inside and outside the classroom which helps develop their social skills and tolerance for cultural and personal diversity</p>	2/5/2015 11:00 PM
6	<p>Three factors emerge as important in making the transition easier from elementary to middle and high school; I am listing these from the perspective of the learner: 1. Building a strong foundation in academic language, specific to the content areas that students are about to encounter. This would cover not only developing proficiency in the two languages but also learning how to learn (study skills and knowing how to find information) in the two languages. 2. Related to the first point is the ability to become more independent learners in the two languages and the two cultural contexts. This may mean building a resource network (real or virtual), knowing the rules that govern the way information is presented in both languages, and knowing how to ask questions efficiently. 3. To accomplish #2 above and do it well involves becoming comfortable with the norms and ways of doing things within the two (or more) cultures represented by the two languages. For students coming from a primarily mono-cultural home, this would involve learning about one's own home context as well as the additional cultural context. For students coming from a more bi-cultural home context it would mean feeling comfortable with two sets of possibly conflicting norms and values. This seems to be important in light of the significant changes in adolescents' sense of themselves and their identities as independent individuals.</p>	2/5/2015 1:21 PM
7	<p>Being bilingual is critical and in this time important for any student to be successful in the future. Educators and parents are a key to a DI student to succeed. Districts that support DI and are working hard and are willing to provide bilingualism are helping our communities to be success. One of the support is that districts/schools offered DI and have teachers that are willing to teach 120% with the support and guidance from the district. In addition, it is a key that district continue to offered students a bilingualism education through-out their education, from elementary all the way to high school so our students don't loose the interest in DI and have a higher DI education. With that in mind, these students will have better opportunities in the real life. Plus, it is important to have workshops in where parents are aware of the program and how demanding it is. Workshops where parents are also taught studies that show the great outcomes of being bilingual. Furthermore, to show the importance of staying in the program to be success and to make sure that they are making the right decision. Finally, to provide confidence and support to our students and parents. And to always go beyond when it comes to our students education.</p>	2/4/2015 6:15 PM
8	<p>First of all, students need supportive parents, and parents are supportive only when they feel that the middle (and high) school are seriously interested in supporting the program. When parents feel that there is a drop in support especially as they move from elementary to intermediate, they are not interested in persevering. Second, students themselves don't want to feel isolated from the rest of the school. They need some parts of the day when they integrate with the entire school. Finally, students need a strong Spanish base. If their Spanish is weak, they would much prefer to be in all English than to have to take increasingly difficult classes in a language in which they feel weak.</p>	2/3/2015 3:36 PM

9	<p>The dual immersion school I teach at is a K-8 program. I think the K-8 program, rather than the traditional K-6, is a key factor for our students in their personal growth as well as their growth and development with their second language acquisition and cultural awareness. Within our program we allow older students to assist in academic and social activities with younger students or within the community allowing them more practical application of their second language, building confidence and social skills in the needed areas. We attempt to create a culture within our school of biliteracy. We have created measures across 5th and 8th grade for competency testing in this area to regularly monitor the students progress as well as address the area of the fluidity of teaching through the grade levels. This added confidence in our children allows them to have a smoother transition in to the high school they attend because they will in most cases be able to test out of basic language programs and see the benefits immediately in their academic career.</p>	2/3/2015 2:08 PM
10	<p>This is a timely question in our school community. Our school board is considering allowing our school site to become K-8 in order to better serve our middle school DL students and will be making a final decision later this month. We currently have one class each in 7th and 8th grade at a neighboring middle school. (Our district is K-8.) The key factors supporting transition are: strong administrative support from "receiving" school (6-8) (9-12) and sending school buy-in and knowledge of program communication between schools creative problem solving belief in the program goals and in adjusting the schedule to meeting DL student needs proper teacher/staffing and credentials high language proficiency of teachers, preferable teachers educated outside U.S. in order to have the CALP in target language communication with parents and ability to support the middle school program</p>	2/2/2015 1:58 PM
11	<p>I think one of the key factors in the transition is the support from Administration in the middle and high school. The experience at my current district has been the lack of communication and knowledge of what type of experience the TWI elementary students have been involved in. They were not prepared for this higher level group (bilingual/biliterate) even though the district had agreed to continue this TWI after elementary. The other key factor is having highly qualified teachers in the middle and high school to teach Spanish to these students.</p>	2/1/2015 1:49 PM
12	<p>I think that one key factor is whether there is vertical alignment between the elementary, middle, and high school program. How informed is the middle/high school about the needs of the entering middle/high schoolers? Another key factor is the extent to which the secondary program provides a program that motivates the students to continue; that is, are students able to take content courses that meet regular curriculum/graduation requirements, are there options for students to take electives other than their TWI classes, do the teachers have a high level of language proficiency to provide a challenging language experience for the students? Another key factor is whether the previous levels of schooling have prepared the students to succeed. That is, do all students have the math skills and knowledge to move them into college-track math courses. Have previous English Learner students been provided the English language development that makes them truly proficiency in English and able to keep up with academic English demands?</p>	1/31/2015 2:23 PM
13	<p>I think one of the most critical aspects is that there be a very well-implemented, rigorous continuation program for them at middle and high school levels. I don't think we tend to do this very well in the US. All too often foreign language teachers are hired to teach Spanish language arts, e.g., and they have no idea how to teach immersion students. This is a recipe for disaster. The students need highly informed, engaging teachers to keep the students motivated to continue to use the minority language. They need ample time - preferably 50% of the school day, not just one or two subjects taught in the minority language.</p>	1/31/2015 2:10 PM
14	<p>1) Challenging curriculum in both Spanish and English that is tied to the Common core and state standards. 2) Development of vocabulary in two languages 3)Development of writing in two languages. 4) Ability to read and write in two languages at the grade equivalency level. 5) Parental and community support 6)Developing "funds of knowledge"</p>	1/31/2015 12:33 PM
15	<p>My expertise is in early childhood and primary grade students as I have experience teaching Kindergarten students who first come into the dual language immersion program. I believe that the key factors of supporting elementary students are: - instilling a sense of love for learning languages by supporting students' Zone of Proximal Development - support a strong self-identity as a bilingual, biliterate and bicultural learner through teaching students to have a "growth mindset" (see Carol Dweck)</p>	1/31/2015 12:31 PM
16	<p>Our program is articulated between elementary and middle school and there are not problems in alignment of the programs. The expectations are high for our 5th and 6th grade students in elementary so the transition to the junior high dual program is smooth. Our high schools are part of another district and our dual students do not quite fit into the Spanish as a world language or Spanish for Native Speakers programs. We would like the students to participate in the AP Spanish course as freshman. We would also like for the high school to offer AP Spanish literature so there is a continuation of high levels of instruction for the students. Some students do enter the Native Speakers program but often report that it is much too simplistic for them. Others enter the Spanish as a world language program and take Spanish 3 which they also find too easy. Many native Spanish speakers begin taking French and unfortunately never earn college credit for their Spanish literacy skills.</p>	1/31/2015 12:00 PM

APPENDIX P

Round 2 Survey

Delphi Study Round 2					
1. What is the relevance of the key factors identified in Research Question 1 as it pertains to the student's designation as a dual language student?					
	very unimportant	unimportant	neither important nor unimportant	important	very important
1. Alignment of programs among elementary, middle and high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Very well implemented continuation program at middle and high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Informed middle and high-school teachers about the needs of entering students/Communication between schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communication between educators at every level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Strong administrative support from "receiving" and "sending" school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Administrative support from the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. High expectations for 5th and 6th grade students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Reclassify students before moving to middle school so they have the opportunity to choose other electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. High School offers Spanish literature to allow continuation of high levels of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Delphi Study Round 2

13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Create a culture within the school of biliteracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instilling a sense of love for learning languages by supporting students' Zone of Proximal Development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Support a strong self-identity as bilingual, biliterate and bicultural learner through teaching student to have a "growth mindset" (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Same supports any student needs with that transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Development of vocabulary and writing in two languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Ability to read and write in two languages as the grade equivalency level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Expose students to oral presentations from k-5 to build self-confidence in speaking in public and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Delphi Study Round 2

dealing with others

23. Independent learning (learning how to learn; study skills and knowing how to find information in the two languages)

24. Becoming comfortable with the norms and way of doing things within the two cultures represented by the two languages

25. Developing "funds of knowledge"(knowledge students gain from their family and cultural backgrounds, to make their classrooms more inclusive)

26. Developing students' social skills and tolerance for cultural and personal diversity by having them collaborate with their peers inside and outside the classroom

27. Older students assist in academic and social activities with younger students or within the community allowing the more practical application of their second language, building confidence and social skills in the needed areas

28. Creation of measures across 5th and 8th grade for competency testing to regularly monitor the students progress as well as address the areas of the fluidity of teaching through the grade levels

29. Creative problem solving

30. Parental support and education of parents, such as workshops to emphasize the importance of staying in and continuing the program and how to support students learning

31. Community support/community service opportunities to use the

Delphi Study Round 2

language within communities for authentic experiences with the target language community

32. Integration of TWI students with the rest of the school/ taking classes with students who come from other elementary schools

33. Highly informed, engaged and passionate teachers to keep students motivated to continue to use the minority language

34. Teachers with high level of language proficiency to provide challenging language experience for students

35. Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL student needs

Other (please specify)

APPENDIX Q

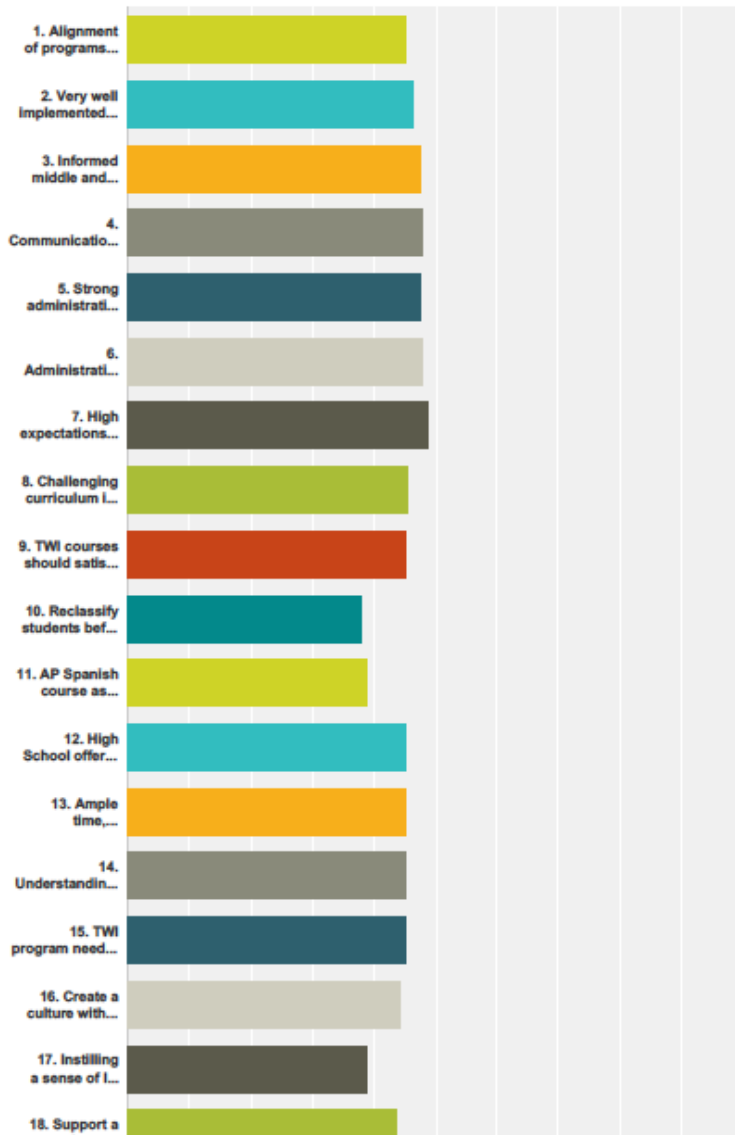
Round 2 Responses

Delphi Study Round 2

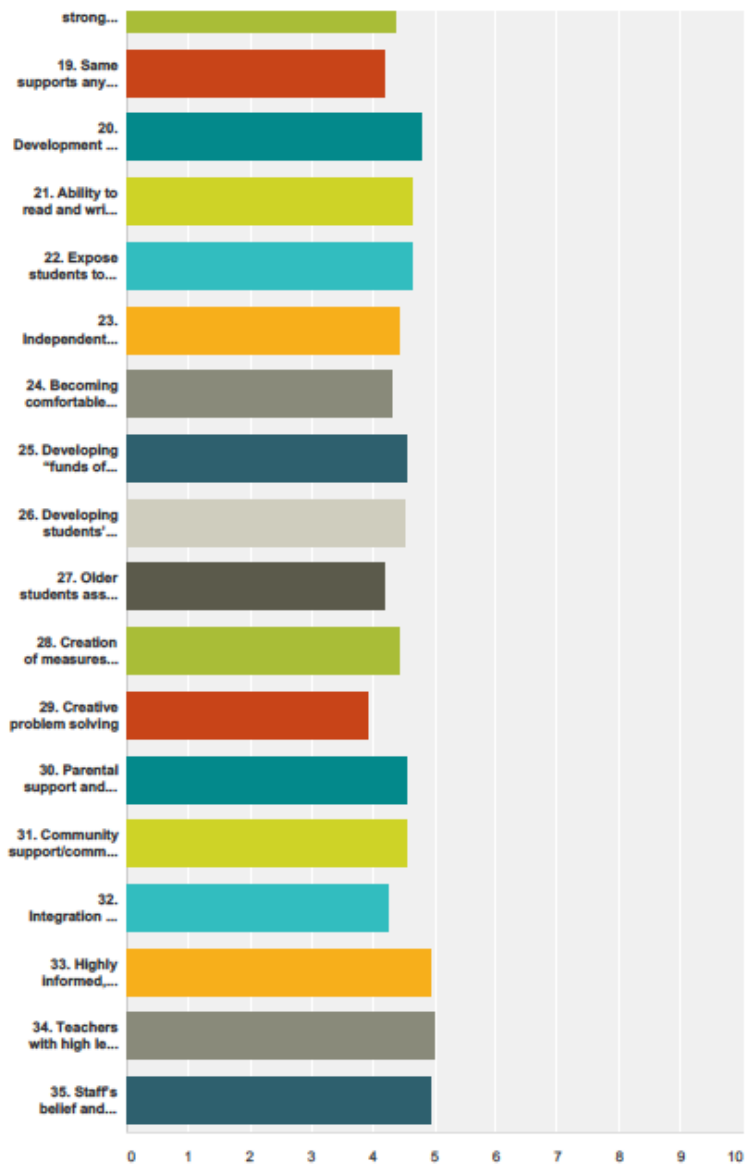
SurveyMonkey

Q1 What is the relevance of the key factors identified in research question 1 as it pertains to the student's designation as a dual language student?

Answered: 16 Skipped: 0



1 / 6



	very unimportant (1)	unimportant (2)	neither important nor unimportant (3)	important (4)	very important (5)	Total	Weighted Average

Delphi Study Round 2

SurveyMonkey

1. Alignment of programs among elementary, middle and high school	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
2. Very well implemented continuation program at middle and high school	0.00% 0	0.00% 0	6.25% 1	25.00% 4	68.75% 11	16	4.63
3. Informed middle and high-school teachers about the needs of entering students/Communication between schools	0.00% 0	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16	4.75
4. Communication between educators at every level	0.00% 0	0.00% 0	0.00% 0	18.75% 3	81.25% 13	16	4.81
5. Strong administrative support from "receiving" and "sending" school	0.00% 0	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16	4.75
6. Administrative support from the district	0.00% 0	0.00% 0	0.00% 0	18.75% 3	81.25% 13	16	4.81
7. High expectations for 5th and 6th grade students	0.00% 0	0.00% 0	0.00% 0	12.50% 2	87.50% 14	16	4.88
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	0.00% 0	0.00% 0	6.25% 1	31.25% 5	62.50% 10	16	4.56
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives.	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
10. Reclassify students before moving to middle school so they have the opportunity to choose other electives	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	16	3.81
11. AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program	6.25% 1	6.25% 1	18.75% 3	31.25% 5	37.50% 6	16	3.88
12. High School offers Spanish literature to allow continuation of high levels of instruction	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	6.25% 1	0.00% 0	6.25% 1	12.50% 2	75.00% 12	16	4.50
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
16. Create a culture within the school of biliteracy	0.00% 0	6.25% 1	6.25% 1	25.00% 4	62.50% 10	16	4.44
17. Instilling a sense of love for learning languages by supporting students' Zone of Proximal Development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help	6.25% 1	0.00% 0	25.00% 4	37.50% 6	31.25% 5	16	3.88
18. Support a strong self-identity as bilingual, biliterate and bicultural learner through teaching student to have a "growth mindset" (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)	6.25% 1	0.00% 0	6.25% 1	25.00% 4	62.50% 10	16	4.38

Delphi Study Round 2

SurveyMonkey

1. Alignment of programs among elementary, middle and high school	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
2. Very well implemented continuation program at middle and high school	0.00% 0	0.00% 0	6.25% 1	25.00% 4	68.75% 11	16	4.63
3. Informed middle and high-school teachers about the needs of entering students/Communication between schools	0.00% 0	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16	4.75
4. Communication between educators at every level	0.00% 0	0.00% 0	0.00% 0	18.75% 3	81.25% 13	16	4.81
5. Strong administrative support from "receiving" and "sending" school	0.00% 0	0.00% 0	0.00% 0	25.00% 4	75.00% 12	16	4.75
6. Administrative support from the district	0.00% 0	0.00% 0	0.00% 0	18.75% 3	81.25% 13	16	4.81
7. High expectations for 5th and 6th grade students	0.00% 0	0.00% 0	0.00% 0	12.50% 2	87.50% 14	16	4.88
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	0.00% 0	0.00% 0	6.25% 1	31.25% 5	62.50% 10	16	4.56
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives.	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
10. Reclassify students before moving to middle school so they have the opportunity to choose other electives	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	16	3.81
11. AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program	6.25% 1	6.25% 1	18.75% 3	31.25% 5	37.50% 6	16	3.88
12. High School offers Spanish literature to allow continuation of high levels of instruction	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	6.25% 1	0.00% 0	6.25% 1	12.50% 2	75.00% 12	16	4.50
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized	0.00% 0	0.00% 0	6.25% 1	37.50% 6	56.25% 9	16	4.50
16. Create a culture within the school of biliteracy	0.00% 0	6.25% 1	6.25% 1	25.00% 4	62.50% 10	16	4.44
17. Instilling a sense of love for learning languages by supporting students' Zone of Proximal Development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help	6.25% 1	0.00% 0	25.00% 4	37.50% 6	31.25% 5	16	3.88
18. Support a strong self-identity as bilingual, biliterate and bicultural learner through teaching student to have a "growth mindset" (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)	6.25% 1	0.00% 0	6.25% 1	25.00% 4	62.50% 10	16	4.38

Delphi Study Round 2

SurveyMonkey

35. Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL student needs	0.00% 0	0.00% 0	0.00% 0	6.25% 1	93.75% 15	16	4.94
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Basic Statistics						
	Minimum	Maximum	Median	Mean	Standard Deviation	
1. Alignment of programs among elementary, middle and high school	3.00	5.00	5.00	4.50	0.61	
2. Very well implemented continuation program at middle and high school	3.00	5.00	5.00	4.63	0.60	
3. Informed middle and high-school teachers about the needs of entering students/Communication between schools	4.00	5.00	5.00	4.75	0.43	
4. Communication between educators at every level	4.00	5.00	5.00	4.81	0.39	
5. Strong administrative support from "receiving" and "sending" school	4.00	5.00	5.00	4.75	0.43	
6. Administrative support from the district	4.00	5.00	5.00	4.81	0.39	
7. High expectations for 8th and 6th grade students	4.00	5.00	5.00	4.88	0.33	
8. Challenging curriculum in both Spanish and English that is tied to the common core and state standards	3.00	5.00	5.00	4.66	0.61	
9. TWI courses should satisfy core content requirements whenever possible so that students can take other electives.	3.00	5.00	5.00	4.50	0.61	
10. Reclassify students before moving to middle school so they have the opportunity to choose other electives	1.00	5.00	4.00	3.81	1.29	
11. AP Spanish course as freshman in order for the TWI students to fit into the Spanish for Native Speakers program	1.00	5.00	4.00	3.88	1.17	
12. High School offers Spanish literature to allow continuation of high levels of instruction	3.00	5.00	5.00	4.50	0.61	
13. Ample time, preferably 50% of the school day, to teach multiple subjects in the minority language	3.00	5.00	5.00	4.50	0.61	
14. Understanding the difference between advanced Spanish classes in secondary school and language arts taught through an immersion methodology	1.00	5.00	5.00	4.50	1.06	
15. TWI program needs to be centered in the school's identity, representing the value on the campus and make use of the bilingual students to make the language program a centerpiece. If the program is simply an add-on, it will remain marginalized	3.00	5.00	5.00	4.50	0.61	
16. Create a culture within the school of biliteracy	2.00	5.00	5.00	4.44	0.86	
17. Instilling a sense of love for learning languages by supporting students' Zone of Proximal Development (ZPD). Vygotsky calls ZPD the difference between what learners can do without help and what they can do with help	1.00	5.00	4.00	3.88	1.05	
18. Support a strong self-identity as bilingual, biliterate and bicultural learner through teaching student to have a "growth mindset" (C. Dweck: Belief that most basic abilities can be developed through dedication and hard work)	1.00	5.00	5.00	4.38	1.05	
19. Same supports any student needs with that transition	3.00	5.00	4.00	4.19	0.73	

Delphi Study Round 2

SurveyMonkey

20. Development of vocabulary and writing in two languages	4.00	5.00	5.00	4.80	0.40
21. Ability to read and write in two languages as the grade equivalency level	3.00	5.00	5.00	4.63	0.60
22. Expose students to oral presentations from K-5 to build self-confidence in speaking in public and dealing with others	4.00	5.00	5.00	4.63	0.48
23. Independent learning (learning how to learn; study skills and knowing how to find information in the two languages)	3.00	5.00	5.00	4.44	0.70
24. Becoming comfortable with the norms and way of doing things within the two cultures represented by the two languages	2.00	5.00	5.00	4.31	0.92
25. Developing "funds of knowledge"(knowledge students gain from their family and cultural backgrounds, to make their classrooms more inclusive)	3.00	5.00	5.00	4.56	0.61
26. Developing students' social skills and tolerance for cultural and personal diversity by having them collaborate with their peers inside and outside the classroom	3.00	5.00	5.00	4.50	0.61
27. Older students assist in academic and social activities with younger students or within the community allowing the more practical application of their second language, building confidence and social skills in the needed areas	3.00	5.00	4.00	4.20	0.65
28. Creation of measures across 5th and 8th grade for competency testing to regularly monitor the students progress as well as address the areas of the fluidity of teaching through the grade levels	3.00	5.00	5.00	4.44	0.79
29. Creative problem solving	2.00	5.00	4.00	3.93	1.06
30. Parental support and education of parents, such as workshops to emphasize the importance of staying in and continuing the program and how to support students learning	3.00	5.00	5.00	4.56	0.70
31. Community support/community service opportunities to use the language within communities for authentic experiences with the target language community	3.00	5.00	5.00	4.56	0.61
32. Integration of TWI students with the rest of the school/ taking classes with students who come from other elementary schools	3.00	5.00	4.00	4.25	0.75
33. Highly informed, engaged and passionate teachers to keep students motivated to continue to use the minority language	4.00	5.00	5.00	4.94	0.24
34. Teachers with high level of language proficiency to provide challenging language experience for students	5.00	5.00	5.00	5.00	0.00
35. Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL student needs	4.00	5.00	5.00	4.94	0.24

APPENDIX R

Round 3 Survey

Delphi Study Round 3

Recommendations for the most effective Pedagogical Strategies

What are recommendations for the most effective pedagogical strategies to address the following identified themes that are key to a successful transition of TWI elementary school students to middle and high school?

***1. Curriculum**

- Development of vocabulary and writing in two languages
- High expectations of 5th and 6th grade students

***2. Communication**

- Between educators at every level
- Between schools
- Informed middle and high-school teachers about the needs of entering students

***3. Administrative Support**

- From the district
- From "receiving" and "sending" school

***4. Engaged Teachers with High Language Proficiency**

- Highly informed, engaged and passionate teachers to keep students motivated to continue to use the minority language
- Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL students' needs
- Teachers with high level language proficiency to provide challenging language experience for students

***5. Please list additional pedagogical strategies that support the transition of TWI elementary school students to middle and high school.**

Done

APPENDIX S

Round 3 Question 1 Responses

Delphi Study Round 3

SurveyMonkey

Q1 Curriculum- Development of vocabulary and writing in two languages- High expectations of 5th and 6th grade students

Answered: 16 Skipped: 0

#	Responses	Date
1	Vocab and writing: Students look for figure out meaning of new vocab themselves, preferably in groups. for younger students this could be done as a game.	2/25/2015 6:36 AM
2	Motivating 5th and 6th grade students to continue their language studies at the secondary level is very important. Students need to understand the big picture and why they are studying languages to develop their "buy in" as they mature. Students need to use their language skills verbally, in their writing, as well as in their reading. Expectations for students to use the target language must remain high! Curriculum should build on the previous years curriculum and include a spiral review to keep vocabulary strong. As new vocabulary is introduced in the context of content-based lessons, strategies to make the content and new vocabulary comprehensible are key.	2/23/2015 1:18 PM
3	Students should be engaged in learning opportunities that foster the acquisition of a second language. These opportunities should be in the form of student to students interactions, teacher -students, class to teacher.	2/23/2015 12:37 PM
4	Administration should offer resources for teachers to use during curriculum design and/or planning. Teachers should be given ample time to collaborate in the design and/or planning of curriculum. Also, it is important for administrators to set aside an allowance to compensate teachers for the additional time they spend working on curriculum.	2/23/2015 10:20 AM
5	Integrated themes, writing across content areas, Thinking Maps, Project GLAD strategies, project-based learning	2/23/2015 8:45 AM
6	Sociocultural pedagogy	2/22/2015 8:22 PM
7	One of the recommendation is to keep using both languages on the daily basis whether it is in the classroom or at home. Is important for teachers to teach the DL students Tier 1 and T2 vocabulary to mastery and to allow students to use it constantly in the classroom.	2/22/2015 7:29 PM
8	Students can develop strong vocabulary and writing skills in their second language by consistent exposure through reading and academic language. Direct instruction of cognates as a tool to navigate between one language and the other.	2/22/2015 6:38 PM
9	It would be helpful for teachers in middle and high schools as well as elementary programs to follow similar approaches to curriculum development. Teachers need professional development that helps them learn to develop curriculum that integrates content, culture and language. From the very beginning of kindergarten through Grade 12 teachers must attend in very plan-ful and systematic ways to language instruction. Teachers must also learn to develop biliteracy by helping students to make cross-lingual connections. I highly recommend Lyster's (2007) Counterbalanced Instruction and also Escamilla et al. (2014) Biliteracy from the Start. Strong vocabulary development is key- the development of strong biliteracy skills (with writing seen as equally as important as reading) and so on.	2/21/2015 3:34 PM
10	Diversity Pedagogy Theory (DPT), Cultural Relevant Pedagogy (CRP) Culturally Responsive Theory: Building on student experiences and familiar content (then adding on material that will broaden and deepen students' knowledge) - activating prior knowledge and frontloading with background knowledge - Using graphic organizers - Cognates Lesson preview and review - learning tasks and clear instructions that are relevant to the language and content objectives - using visuals, realia, gesture - engaging activities that are interactive (through talking or manipulating objects) - providing time to process information through talking or writing (e.g. think, pair, share or think, write, share) - Using sentence frames - Differentiated instruction based on language proficiency	2/21/2015 2:47 PM
11	There are whole books written about this. Writing across the curriculum Accessing multiple intelligences to develop vocabulary in meaningful context Writing and reading workshop, with mini-lessons tailored to student needs Providing multiple scaffolds for academic writing and reading Targeting not just specific academic vocabulary of the content area but general "mortar" words -- vocabulary of academic English across multiple academic domains. "Reading the text backwards." Drawing on multimedia, using video/Internet/etc. Inquiry cycle (begin with kids' questions about things they most want to study) to engage kids	2/21/2015 1:03 PM

Delphi Study Round 3

SurveyMonkey

12	Vocab: 4 Strategies (See M. Graves) 1. Direct instruction of key words, with extensive practice using word 2. Teach context clue skills 3. Word consciousness 4. Stimulate wide reading For dual – add that all words in one language are defined in the other as well. High expectations: Require extensive rewriting and retesting until mastery is achieved.	2/20/2015 12:19 AM
13	We can attribute much of the academic success our students in the dual program to the amount of time and attention that we give to developing the use of academic language in both speaking and writing. Our teachers wrote common sentence starters in English and Spanish that would scaffold our students to answer higher level questions such as "I know _____ because _____" at the kinder level to "I can infer _____ because in the text it states _____." at the 2nd grade level to "According to the author _____" at 4th grade. Because students use these sentence starters at the primary grades, we can then push our students to use higher level terms in their writing in 5th and 6th grades such as conclude, assert, indicate to express their thoughts. We also have a daily time devoted to writing instruction or application in each language which alternates between developing the traits of quality writing and writing responses to text. As students produce multiple responses and essays each week, their writing stamina and quality improves.	2/19/2015 11:08 AM
14	Ensure that partner language courses integrate language and content rather than focusing on decontextualized grammar lessons (as traditional foreign language classes often do) or neglecting explicit vocabulary and language instruction (as traditional content classes often do). Encourage students to self-monitor and self-evaluate to assess their own progress in both languages. Provide separate sections of language classes for dual language students in high school rather than putting students in Level 3 or AP language classes as freshmen with students who started studying the language in secondary school. Ensure that students have opportunities to speak and write in a variety of genres (persuasive, informational, narrative) even if they only have one content area in the partner language.	2/19/2015 6:25 AM
15	Collaborative teaching across the four domains of reading, writing, speaking, listening; content and language objectives in both Spanish and English; cooperative learning strategies(Vygotsky)	2/18/2015 6:58 AM
16	This is not my area of expertise, so I'll answer to the best of my ability. I think it is crucial to align the curriculum vertically across all grade spans so that students continue to develop language across all grade levels – listening, speaking, reading, vocabulary and writing skills. It is important to integrate language objectives (vocabulary, grammar, writing, etc) into the content area objectives and curriculum since this program is supposed to be a language-rich program. It is of course essential to have high expectations of bilingualism and biliteracy for all students at all grade levels. By the end of elementary school, though, students should be at grade level in reading and content area studies in both languages.	2/17/2015 9:51 PM

APPENDIX T

Round 3 Question 2 Responses

Delphi Study Round 3

SurveyMonkey

Q2 Communication - Between educators at every level- Between schools- Informed middle and high-school teachers about the needs of entering students

Answered: 16 Skipped: 0

#	Responses	Date
1	Time for regularly scheduled meetings among teachers must be available as a routine part of the week and not sacrificed to "more important or more pressing" events. Virtual communication routes can also be established as part of the routine work of teachers. Between schools: "Show and tell" exhibits that other schools are invited to, and vice versa. >Formally arranged week-long (or longer) exchanges between schools, just like schools do with other countries. Needs of entering students Give teachers some guiding questions that would allow for open ended interviews with students and their families.	2/25/2015 6:36 AM
2	Immersion educators must collaborate in horizontal as well as vertical teams. It is essential that teachers hear the needs and challenges of teachers that follow them, so they know how to best prepare their students. Administration between schools need to work together to create a K-12 pipeline for student success. Students need to have high quality opportunities at the secondary level so they can have access to AP language tests, SAT language tests, and the Seal of Biliteracy on their diploma.	2/23/2015 1:18 PM
3	Collaboration time should be provided and set aside in order for teachers to meet and plan accordingly. It would also be beneficial for teachers to backwards plan, beginning with the expectations in high school.	2/23/2015 12:37 PM
4	Administrators need to allow teachers to have collaboration meetings with their grade levels, across grade levels, and with other schools. It is important for Elementary, Middle, and High School teachers to have occasional meetings to discuss any issues seen at different grade levels. Teachers also, need to remind each other of the three DL goals to make sure the focus is not lost.	2/23/2015 10:20 AM
5	Professional Learning Communities Continuing to bridge instruction from one language to another	2/23/2015 8:45 AM
6	Sociocultural Pedagogy. It is also important to have a forum for these educators to meet and discuss curriculum and strategies. There also needs to be at least one administrator from each site attending these meetings.	2/22/2015 8:22 PM
7	Is critical that parents and teachers have good communication about the student's education and needs in every level. In addition have support from teachers and parents in that they get extra help if they need it. It's also important that schools have a better communication about the student's education to be able to provide the best education a child's need and deserves. Many times when there is no communication, students are placed in classes that are a waste of their time or classes that they have taken. This causes students to be bored, lazy and lose interest in their education.	2/22/2015 7:29 PM
8	Communication is key between schools. Elementary, middle, and high school teachers should frequently meet to create, review, and discuss the assessments to measure learning at all levels.	2/22/2015 6:38 PM
9	It's very important for there to be strong teacher collaboration - within and between grade levels. If there is a separate teacher for delivering instruction in English there should be strong collaboration between English and Spanish (or other partner language) teachers to ensure that they are helping students to develop cross-lingual connections. Moreover, extensive student portfolios could be created that would be sent to the middle school (and later high school) so that teachers in the secondary schools have an opportunity to understand each student's trajectory of growth and their strengths/weaknesses in both program languages. Perhaps having students self-assess and provide evidence of their learning using the "LinguaFolio" program.	2/21/2015 3:34 PM
10	- unpack CCSS standards with colleagues to gain common understanding of objectives for each grade - plan and implement lessons that match the objectives for each grade - analyze student work periodically (e.g. every year) to discuss student progress and gain consistency of grading across grade levels and among same language teachers - share with colleagues about what is working and what is not working - have meetings every year to discuss progress of curriculum, grading, strategies with colleagues to continue to make improvements to TWI program	2/21/2015 2:47 PM
11	Portfolio that carries forward with the student Regular coordinated PD and planning time across the campuses Supportive leadership Shared projects, tutoring experiences (big buddy/little buddy for example), or events across both schools	2/21/2015 1:03 PM

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12	Communication between educators: dual teacher meetings at least once per quarter, preferably once per month. schools: Designate individuals to represent schools for communication; get together twice per year; Inform teachers about needs: Best done in person at an end of school year.	2/20/2015 12:19 AM
13	Using the PLC approach to planning and school improvement has been essential to our program success. Using the common plan time to ensure that we are teaching the same essential outcomes in both English and Spanish and using common assessments that equally rigorous as our gen. ed. program improved our academic performance. Having an articulated k-12 program would be best. It is very challenging to have a K-8 and separate high school district.	2/19/2015 11:06 AM
14	Ensure that teachers who teach in the partner language have time to plan with English-medium teachers in their subject area as well as with English-medium teachers in other subjects at their grade level. Provide general information about the characteristics of immersion students to all teachers who will serve them, as well as specific information about students' strengths and weaknesses to the teachers who will continue the dual language program. Provide opportunities for secondary teachers to provide feedback to elementary teachers about the specific strengths and weaknesses of dual language students in the partner language. Ensure that middle school program is planned with the elementary model in mind (e.g., don't suddenly start teaching science in Spanish if students have never had it in Spanish before).	2/19/2015 6:25 AM
15	professional development across all departments and for administrators in culturally responsive theory and sociocultural pedagogy	2/18/2015 6:58 AM
16	Communication is essential and too often missing across the different levels - elementary, middle and high school. There needs to be communication between administrators and between teachers so that teachers at each level know what to expect of the language (and content area) knowledge of the students.	2/17/2015 9:51 PM

APPENDIX U

Round 3 Question 3 Responses

Delphi Study Round 3

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Q3 Administrative Support - From the district- From "receiving" and "sending" school

Answered: 16 Skipped: 0

#	Responses	Date
1	"Show and Tell" exhibits that sending school sets up for receiving school. Administrators hearing from supportive administrators of other schools or programs.-	2/25/2015 6:36 AM
2	Administrators must meet on a regular basis to ensure continuity in the following areas: Curriculum, language target development and planning, assessment, and supports. Language targets and assessment result must be provided to the new school as well as the curriculum plan (what was taught in English and what was taught in the target language).	2/23/2015 1:18 PM
3	Administrators should allot time for teachers to have the opportunity to collaborate as well as be part of the program process. Professional development in current instructional strategies.	2/23/2015 12:37 PM
4	Administrative support is crucial in the success of any program, specially a DL program. We need support in all areas, financial, planning, and in finding resources.	2/23/2015 10:20 AM
5	Plc across schools Engaging the district and demonstrating needs in order to garner support	2/23/2015 8:45 AM
6	Understand the language levels at which the students are exiting and entering each school.	2/22/2015 8:22 PM
7	The administration needs to send the require paperwork to the next school on time so that a student doesn't fall behind because of the new school not knowing what classes they need.Is also necessary to do the required testing so that the student can be placed in the right class and therefore, enriched their education.	2/22/2015 7:29 PM
8	Administration need to provide appropriate resources for both languages, intervention for the second language within a set intervention program. Students who are struggling in either language need to be monitored with appropriate documentation with interventions being used and how.	2/22/2015 6:38 PM
9	I don't understand how this is related to pedagogical implications. But administrators need to understand and believe in the fundamental principles that underlie TWI programs. They need to ensure that their teachers get immersion-specific professional development at all levels. There should be an opportunity for teacher collaboration within and between grade levels (explained further above). Ideally there should be money for teachers to work together during summer months to develop curriculum.	2/21/2015 3:34 PM
10	- provide staff development days every school year to allow faculty across grade levels and languages to share findings about what works and what is not working in the curriculum, assessment -have a long term plan (5-7 year) of the trajectory of a TWI program. I.e. location of campus, staff hiring, substitute teacher recruitment for teaching the target language, marketing plan for promoting the benefits of a TWI program to the larger community, recruitment plan for attracting non-target language families, plan for support for non-target language families such as tutoring services/afterschool program teacher	2/21/2015 2:47 PM
11	Provide ongoing PD to administrators alongside teachers District curriculum and other mandates/expectations should be aligned with the language immersion program (I.e. curricular materials and expectations should be in language of instruction); provide personnel and time for alignment BEFORE teachers are expected to implement. Reassign leadership who do not support the program.	2/21/2015 1:03 PM
12	From district: Promote dual program; have specific personnel assigned for dual. From schools: Make demonstrated support a criterion for hiring at the school.	2/20/2015 12:19 AM
13	The district staff helps to ensure the continuity of curriculum between the elementary and middle school program.	2/19/2015 11:08 AM
14	Start planning the middle school program before the first cohort hits fifth grade so that there is time to hire teachers and plan to adopt textbooks that have a comparable partner language version. Provide support to teachers to translate or write materials to a high level of linguistic sophistication.	2/19/2015 6:25 AM
15	Development of leadership teams in schools that receive the students; inclusion of dual language teachers in curriculum planning decisions; policies that encourage the use of two languages throughout the school day; collaborative creation of power (Cummins)	2/18/2015 6:58 AM

16	Administrative support is essential for the program. Principals and other site level and district level administrators need to understand the program (that is, attend PD about DL) because they cannot support what they don't know. They should visit the DL program at each level. Support is also reflected in the communication across sites so important, and as mentioned in #2 above.	2/17/2015 9:51 PM
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APPENDIX V

Round 3 Question 4 Responses

Delphi Study Round 3

SurveyMonkey

Q4 Engaged Teachers with High Language Proficiency- Highly informed, engaged and passionate teachers to keep students motivated to continue to use the minority lanague- Staff's belief and confidence in the program goals and in adjusting the schedule to meeting DL students' needs- Teachers with high level language proficiency to provide challenging language experience for students

Answered: 16 Skipped: 0

#	Responses	Date
1	Informed teachers means good professional development. Passion is another issue altogether. The only way I can think of planting the seeds of passion in others is to be and show passion. This is something that needs to be done in the whole school, as a school milieu issue. >Staff's belief: Disseminate success stories among staff, but also have people from outside the school tell staff about these success stories that are coming right from the school itself; eg, a group of parents coming to talk to the staff and telling about success of their children. Teachers level of lang proficiency; Give support for teachers to go to university courses in their second language, whether in town or outside of country.	2/25/2015 6:36 AM
2	Recruitment and hiring is key in this area, and having district's allow administrators to hire early. Also district support in allowing principals to make teachers permanent is key, so they can maintain their strong staff. Principals should provide opportunities for collaboration and professional development to help their teachers grow.	2/23/2015 1:18 PM
3	Allowing teachers to participate in professional development to improve instructional strategies. Also, working and collaborating with other professionals to enhance teaching practices.	2/23/2015 12:37 PM
4	If you support your teachers and offer them resources, they will be engaged and passionate. It is very hard when you have to come up with everything your self without any kind of guidance and support. Offer your teachers QUALITY professional development, opportunities to meet and plan with colleagues, and financial compensation for the extra time.	2/23/2015 10:20 AM
5	Teachers who were educated k-12 in native language (vs bilingual teachers educated in English) Educate teachers through interview, staff training, local and regional dual language conferences	2/23/2015 8:45 AM
6	Diversity Pedagogy Theory	2/22/2015 8:22 PM
7	Teacher who do have high language proficiency are the keys to a child's education. Student's need to be taught the Tier 1,2,3 vocabulary to be better prepare for the work force out there in the real world. I truly believe that there is a need for more passionate teachers that in fact love to teach and give more than 100%. With teacher like these, students are motivate and want to reach for the stars. It is critical and necessary for DL teacher to have high level language proficiency so student's can have a wider and higher learning experience. Students need to be challenge and teach to their potential and more. -Teacher also need to set higher learning goals for the students and not just meet 70% of the standards.	2/22/2015 7:29 PM
8	Teachers working at a dual immersion school must receive consistant time to collaborate as well as continued professional development to maintain proficiency.	2/22/2015 6:38 PM
9	Again, having difficulty understanding what pedagogical strategies might be related to this theme. This is about ensuring that strong teachers with high levels of proficiency are hired and that they get the ongoing immersion-specific professional development they need to be effective. This is especially challenging in secondary continuation programs because teachers typically do not have immersion-specific training.	2/21/2015 3:34 PM
10	- hire and train staff to implement the TWI model - work with university research professors to do research on what works and what doesn't work in TWI program - provide staff development every school year on latest research on teaching strategies for target language learners	2/21/2015 2:47 PM

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11	Sustained and engaging professional development Teacher research/teacher inquiry as PD Keep staff and teachers involved in process of planning and carrying out implementation of program. Run PD and staff planning/meetings in target language Encourage and fund language enrichment experiences for teachers	2/21/2015 1:03 PM
12	Engaged teachers: Must be able to articulate the program theoretically and practically before teaching in the program; Staff's belief and confidence: All should have a chance to see research, speak with graduates of program; teachers much have BCLAD or equivalents	2/20/2015 12:19 AM
13	Quality teachers that form positive relationships with students, goal set for student learning, and a reflective nature to continually improve are the basis of and effective program. Teachers can constantly hone their strategies and skills but the passion and drive to help students succeed needs to be present.	2/19/2015 11:08 AM
14	Have teacher candidates do a lecture or teaching demo in their language(s) of instruction to ensure their academic language skills. Ensure that teachers who have only taught traditional foreign language classes understand immersion education and have training in sheltering academic content.	2/19/2015 6:25 AM
15	training of dual language pedagogy at the college level; theories of language acquisition taught to all teachers; teachers are proficient in two languages; teachers who can bridge two cultures	2/18/2015 6:58 AM
16	Teachers need the language proficiency, content area knowledge, and appropriate certification to teach in the DL program. It's also very important at the middle and high school levels that the teachers have strong accountability to staying in Spanish (or other target language) during that time; otherwise, students revert to English. If the teacher's language skills are not high enough, students may revert to English as well since they can easily evaluate whether the teacher has strong language skills in the partner/target language.	2/17/2015 9:51 PM

APPENDIX W

Round 3 Question 5 Responses

Delphi Study Round 3

SurveyMonkey

Q5 Please list additional pedagogical strategies that support the transition of TWI elementary school students to middle and high school.

Answered: 16 Skipped: 0

#	Responses	Date
1	Let students investigate what it means to be bilingual AND bicultural individuals. What advice would they give to peers who are in the process of learning about and adopting new norms and values.?	2/25/2015 6:36 AM
2	Parental support and involvement is even more important at the secondary level than in the elementary level to help ensure quality programs are in place, and that students are involved and motivated to continue,	2/23/2015 1:18 PM
3	Collaboration between students and teachers to keep students informed and aware of the transitional process as well as their progression.	2/23/2015 12:37 PM
4	n/a	2/23/2015 10:20 AM
5	It boils down to understanding what TWI goals are and how language is sheltered even for student while been in the program for years.	2/23/2015 8:45 AM
6	Sociocultural Pedagogy	2/22/2015 8:22 PM
7	-I truly believe in teaching more than to their potential -Have workshops for parents in where we inform the importance of the DI Goal--which is to be biliteral. -To keep constant contact with parents about the child's education and to provide support to help those student's that are falling behind. Like tutoring and parents workshops.	2/22/2015 7:29 PM
8	Students should be directly involved in the learning process.	2/22/2015 6:38 PM
9	Again, it's difficult to identify additional pedagogical strategies when I believe that what's really needed is strong administrative support and teacher collaboration for the transition to be smooth. I've mentioned some strategies above under 1-4.	2/21/2015 3:34 PM
10	Family support - admin and teachers need to work together to support families that are non-target language learners or families that are illiterate through afterschool tutoring, online video tutorials	2/21/2015 2:47 PM
11	Excellent systems for communication with parents about the transition; orientations, information sessions, written documentation of the program continuation and the schools; all in both/all program languages. Engaging students in the process, placing responsibility for success onto students as well as teachers and families.	2/21/2015 1:03 PM
12	Additional strategies: Allow parents to form relationships with faculty from future school before child attends; Allow students opportunity to express their choice for program as well.	2/20/2015 12:19 AM
13	If students build enough oral capacity by fourth and fifth grade in the target language, I think they maintain more engaged as the expectations increase.	2/19/2015 11:08 AM
14	Have middle school students go to elementary schools to provide incentive to students to continue their dual language studies.	2/19/2015 6:25 AM
15	parental support through open houses and activities that foster cultural awareness; high expectations for all students; workshops for parents in both Spanish and English; "cultural nights" where students display their oral proficiency in two languages through music, drama, poetry, and art	2/18/2015 6:58 AM
16	It sounds like you have a lot of the strategies. Not sure I've added anything to what you already have. I've just said it in different ways.	2/17/2015 9:51 PM