

California State University,

Fullerton

**EQUAL EDUCATION: SCHOOL LEADERS SUPPORT OF ENGLISH
LANGUAGE LEARNERS' ACADEMIC SUCCESS**

A DISSERTATION

Submitted in partial fulfillment of the requirements

For the degree of

DOCTOR OF EDUCATION

In

EDUCATIONAL LEADERSHIP

P-12 Leadership

By

Silvia M. Lezama

Dissertation Committee Approval:

**Professor Daniel Choi, Chair
Associate Professor Pablo Jasis, College of Education
Expert Member, Teresa Alonzo, Montebello Unified School District**

December, 2014

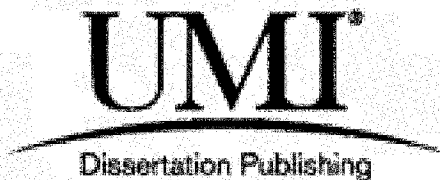
UMI Number: 3662516

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3662516

Published by ProQuest LLC 2015. Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code.



ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

Copyright 2014 ©

Silvia M. Lezama

ALL RIGHTS RESERVED

ABSTRACT

From a critical race theory perspective, this study examined how leaders in a California public school district support English language learners (ELLs) while implementing Proposition 227, a policy that strengthened the structures of inequality by imposing English as the language of instruction. The problem this study addressed was the effect Proposition 227 has had on school leaders' capacity to support the needs of ELLs. A qualitative multiple-case study, this study examined inconsistencies among tiers of leadership with regard to support systems for ELLs, irregular monitoring practices, and a lack of language resources. These findings also reveal a focus on oral and academic language development and outline professional development and review of ELLs' data as best practices.

This study employed nine semistructured interviews. Analysis is presented through a tiered leadership model that includes perceptions from board members, district administrators, and school principals. This study is vital to informing the literature on how leaders understand instruction for ELLs and implement support services in public schools.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
DEDICATION.....	viii
ACKNOWLEDGMENTS	ix
CHAPTER 1: INTRODUCTION	1
Background of the Problem	1
Problem Statement	10
Purpose Statement	12
Research Questions	14
Significance of the Study	14
Scope of the Study.....	15
Assumptions of the Study	15
Study Delimitations	16
Study Limitations.....	16
Definitions of Key Terms.....	17
Organization of the Dissertation.....	21
CHAPTER 2: REVIEW OF THE LITERATURE.....	22
Theoretical Foundation	22
Review of the Scholarly Empirical Literature	27
Conceptual Framework	27
The Instructional Core Under Proposition 227	28
How Leadership Steers Proposition 227 Implementation	31
Implementation Challenges of Proposition 227	32
Best Practices for Leaders Supporting ELLs	36
Summary and Implications.....	39
CHAPTER 3: RESEARCH METHODOLOGY	40
Qualitative Methods Research.....	40
Research Design	41

Research Methods	42
Setting	42
Sample	43
Data Collection and Management	44
Data Analysis and Interpretation	47
Role of the Researcher	50
Chapter Summary	51
 CHAPTER 4: FINDINGS	 53
First Research Question	54
A Misalignment in Recognizing “Key” Support	55
Uninformed Parents Contribute to Academic Deficiencies	67
Second Research Question	76
Irregular Monitoring of Instructional Practices	77
Acquiring Language Is Challenged by English-only Ideology	89
Third Research Question	101
Practices Relating to Oral Language Development	101
Professional Development Coupled with Review of ELL Data	109
Chapter Summary	116
 CHAPTER 5: DISCUSSION	 117
Interpretations	118
Summary of Findings for the First Research Question	118
Summary of Findings for the Second Research Question	122
Summary of Findings for the Third Research Question	126
Connections to the Literature	130
Implications	132
Implications for Policy	132
Implications for Practice	133
Implications for Theory	133
Implications for Future Research	133
Recommendations	134
Paths of Communication Among Stakeholders	135
Globally Broaden Views of Language	135
Intentional Engagement Creating Climates of Best Practices	136
Summary of the Dissertation	136
 REFERENCES	 138
 APPENDICES	 146
A: CONSENT FORM	146
B: PRE-INTERVIEW QUESTIONNAIRES	147
C: INTERVIEW PROTOCOLS	150

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Question 1: Alignment Indicators of Support in Addressing ELLs Needs	120
2. Question 2: Alignment Indicators of Support in Addressing ELLs Needs	124
3. Question 3: Alignment Indicators of Support in Addressing ELLs Needs	127

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Tiered model	55

To my wonderful husband, Feliciano, whose support and unconditional
love sustained me through this journey,
and
to my son, David, who patiently waited
for Mommy to come home, take breaks, and play with him.

In loving memory of my brother,
Mauricio J. Lezama
whose love for laughter and life will live
forever in my heart.

ACKNOWLEDGEMENTS

Accomplishment of this dissertation would not have been possible, without the love, support and guidance of my family, friends, colleagues and mentors. A special thank you to my committee members for their support and guidance throughout this process. My dissertation chair, Dr. Choi, for his wisdom, understanding, and commitment to supporting me in staying focused despite life's challenges. I am forever grateful. Associate Professor, Dr. Pablo Jasis for sharing his expertise and supporting me through completion of my work. Thank you to Dr. Teresa Alonzo, Expert Chair, for her encouragement and motivation through this journey. Finally, a special appreciation to Dr. Lilia Sarmiento, who inspired, listened and encouraged me from the beginning to head down this scholarly path.

I would like to thank the participants, which without their willingness to participate, this study could not have been possible. Thank you for your time and for allowing me to learn from your experiences, understandings, and insights. Your perspectives have helped me to understand the issues more deeply.

Thank you to my family for their unconditional love and belief in me every step of the way. To my dad, Luis Lezama, and my stepmother, Sandra Lezama, for their continuous love, and support. Thank you to my loving husband, Feliciano Rodriguez, for his patience, and support throughout the many late nights,

weekends, caring for our son, the stressful moments, and for standing by my side
these past four years.

CHAPTER 1

INTRODUCTION

This chapter begins with an introduction to and overview of the dissertation, beginning with a look at the background of the problem, followed by a description of the problem statement. Discussions on the purpose of the research, study's research questions and significance of the study follow. The chapter concludes with the acknowledgement of study delimitations, limitations, and with an overview of the organization of the dissertation.

Background of the Problem

American schools strive to provide access to an equal education for all students. The challenge to achieve education still exists for linguistically minority children throughout the state of California. In California, approaches to educating this diverse population have been a subject of political debate. Passage of Proposition 227 in 1998 mandated policy measures for California schools in an effort to support academic achievement for English language learners (ELLs). Proposition 227 "English for the Children" written by Ron Unz established English as the language of instruction for all students (Olsen, 2009). Proposition 227 elevated English to the language of instruction as a pathway to academic success. The policy contended that speaking English was more important than speaking any other language (Olsen, 2009). Such English dominance has

determined the schooling experiences of ELLs and school leaders responsiveness in American schools today.

Educational reform has involved leaders whose primary role is to steer teachers and students in directions that respond to the demands of the learners at every public school (Elmore, 2008). Academic achievement for ELLs must involve the support of school leaders so that ELLs have access to an equitable education. The role of leaders is central to implementing instructional practices that appropriately address the needs of ELLs where policy ambiguities misguide instructional pedagogy. To further understand this, it is critical to learn how leaders arrive at decisions within ELL policy boundaries and implement practices of support.

Currently, one in four students in California is identified as an English learner (Aguila, 2010). This accounts for 34% of the national total of English learners in the United States (Aguila, 2010). According to Aguila, California's minority of English learners make up the majority population. Public school educators confronted by this majority student population seek ways of understanding who English learners are and finding methods to address their educational needs (Garcia & Stritikus, 2006). Challenged by the diverse student population, the growing number of ELLs, and rigorous accountability measures, school leaders must transform their practice (Reyes, 2006). ELLs' accountability system transformation must include guidance and explicit direction for local leaders toward understanding English language proficiency and measuring

academic performance (Hopkins, Thompson, Linqanti, Hakuta, & August, 2013).

Large populations of ELLs come from low socioeconomic backgrounds but are challenged with high academic standards despite their lack of English proficiency (Aguila, 2010). ELLs must meet grade-level standards and are required to gain language skills comparable to native speakers of English (Aguila, 2010). Acquiring English for ELLs determines entry into the academic path of adequate achievement as measured by standardized tests. Through a critical lens, standard targets manifest and make visible practices designed to disadvantage minority-language students while fostering the persistence of a White-dominant ideology (Gutierrez, Asato, Santos, & Gotanda, 2002). Carbado (2002) described language as “both racially communicative and racially evidentiary. Like phenotype, language is a screening mechanism for racial categorization and helps to make us intelligible as racial subjects” (p. 183). Proposition 227’s inclusion of language positioned ELLs to choose between the language at home and the language predestined for success. Speaking English was intended as the vehicle to communicate knowledge and race and form their identity.

The Montebello Unified School District (MUSD) serves more than 30,000 students through its Head Start program and includes 17 elementary schools, six intermediate schools, and five high schools (Montebello Unified School District [MUSD], 2012). This urban school district encounters challenges in providing quality education to its 37.5% ELLs (MUSD, 2012).

Montebello, like many southern California districts, has experienced immigration population growth combined with several attempts at education reform. In the 1990s, California faced economic struggles and a large arrival of immigrants (Crawford, 1999). During this period, English-only advocates fought for an educational program with one common language. Proposition 227, the ballot initiative to terminate bilingual education, was passed in 1998 despite an overwhelming body of research documenting the benefits of bilingual programs for ELLs acquiring a second language (Monzó, 2005; Olsen, 2010; Olson, 2007; Villareal, 1999).

Modern issues surrounding bilingual education in the United States began to first surface in the late 1960s when Hispanics began to draw attention from government and politicians (Crawford, 1999). In the next decades, U.S. schools were challenged to address the issues surrounding bilingual education and the language needs of limited English speakers (Crawford, 1999). In 1974, the United States Supreme Court decision *Lau v. Nichols* mandated that schools provide assistance to limited English proficient students to ensure students have equal opportunities to participate in learning (Spring, 2009). *Lau v. Nichols* initiated the bilingual education movement in California schools aimed at protecting minority languages while students acquired English (Spring, 2009). *Lau v. Nichols* prompted the establishment of bilingual programs in an effort to respond to the language struggles of English learners (Olsen, 2009).

In 1974, the Bilingual Education Act was reauthorized with an amendment requiring schools to provide instruction to limited English speakers in their native

language (Crawford, 1999). Subsequently, in 1976, the Chacone-Moscone Bilingual-Bicultural Education Act mandated districts to provide services to all ELLs in public schools (Parrish et al., 2006). Implementation of bilingual programs with shortages of qualified teachers resulted in unremarkable programs that lacked support (Mora, 2002; Olsen, 2009; Villareal, 1999). An instructional program for ELLs requires knowledgeable teachers who can appropriately direct acquiring English.

Under Republican George W. Bush's administration, restrictions were placed on the use of Federal funding, limiting bilingual instruction to three years (Mora, 2002). The No Child Left Behind Act of 2001 (NCLB) mandated instructing children in English in American schools (Spring, 2009). NCLB legislation clearly defined who must be serviced to increase English proficiency, including Native American children, children who are Spanish speaking, and other limited English proficient students (Spring, 2009). Also, the legislation specified that English instruction must incorporate defined academic standards and high-stakes testing (Spring, 2009). Due to the accountability and standard movement's reliance on high-stakes testing, limited English speakers have struggled to achieve high academic standards (Mora, 2002). Nevertheless, such assessment measures can still inform and guide in improving ELL instructional programs and needs in tandem with a transformed accountability system that considers the role of second language acquisition (Hopkins et al., 2013).

Proposition 227 required that ELLs receive, instead of bilingual education, English instruction through a Sheltered English Immersion (SEI) program, as a

step toward transitioning to a mainstream English setting (Parrish et al., 2006). The law specifically instructed that all students in public education in California must learn the English language as quickly and efficiently as possible (Unz & Tuchman, 1997). Children with little knowledge of English who newly enrolled in a California public school with little knowledge of English would be observed receiving English instruction for 30 days in order to determine eligibility for one year of SEI (Garcia & Stritikus, 2006). After the academic year, children were then to be placed into mainstream English classes, where instruction would be “overwhelmingly in English” (Garcia & Stritikus, 2006). Any school administrator, teacher, board member, or elected official found to be refusing to implement an English language instructional curriculum would be held legally responsible for denying public education to a child. Parents and legal guardians had legal recourse to enforce the law (Unz & Tuchman, 1997).

Proposition 227 created policy with the intent of meeting all family needs, since it included a waiver that allowed parents the right to keep their children in a bilingual program (Monzó, 2005). As written, the policy provided for a parental exception waiver upon request by parents seeking primary language instruction as an alternate program for their children with two conditions: (a) parents must apply for the waiver annually and (b) the school needed to offer the alternative program option (Unz & Tuchman, 1997). Schools that received more than 20 waivers from the same grade level must offer an alternate course or must allow students to transfer to another school that could meet their instructional needs (Unz & Tuchman, 1997).

Studies on the effects of education policy on primary language instruction found that implementation of Proposition 227 created a demanding environment for teachers and students affecting the quality of teaching and learning (Olson, 2007). Contrary to the underlying assumptions of Proposition 227, instructional programs and practices that isolated limited English proficient students did not accelerate the rate of acquiring English (Valdés, 2001). It is argued that English learners' loss of opportunity to learn in their primary language limited access to cultural experiences and negatively influenced student learning (Olson, 2007). Carbado (2002) also argued that Proposition 227 encouraged ELLs to validate the English language and not their primary language and to choose English instruction over instruction in Spanish. As a result of Proposition 227, primary language instruction has decreased in California schools (Olson, 2007).

California struggles with determining what services ELLs receive because of inconsistencies in reporting services provided in the classroom (Olsen, 2010). Educational programs and instruction for Latino students shaped by educational policies have masked educational inequities (Mora, 2002). Darder and Torres (2009) contend that subliminal racial divides intentionally support White dominance in American society and are intended to oppress specific populations through politicized educational policies. Policies such as those required by Proposition 227 then would prompt us to question what racist beliefs may be in effect? What consequences emerge as leaders implement such educational policies? Do leaders understand how their decisions impact ELLs?

The MUSD, located in Los Angeles County, serves a 94% Hispanic, 3% Asian or Pacific Islander, and 2% Caucasian student population (MUSD, 2012). Over 78% of students in Montebello qualify for a free or reduced price meal program. Montebello is a program improvement district under the No Child Left Behind accountability system because of its failure to meet the state standardized achievement test goals. Although the MUSD academic performance index increased 4 points in 2011 and scores have increased from 594 in 2003 to 723 in 2012, it has yet to reach its goal of all students attaining proficiency in reading and mathematics (MUSD, 2012). For the 2011-12 school year, the MUSD attendance rate hit an overall high of 95.85% (MUSD, 2012).

Instructional programs for English learners in Montebello support promptly acquiring English in order to be able to meet California standards. Program options in English language instruction include SEI and mainstream English. Also, Montebello offers two alternate programs, a Bilingual Program Option and a Dual Language Enrichment Program Option, from which parents can apply for an annual parental exception waiver (MUSD, 2012).

Proposition 227 policy is locally represented in an urban school district like MUSD where a high number of ELLs demonstrate an academic deficit in attaining English proficient levels on the California English language development test (CELDT) as measured by the 2011-12 Title III Accountability report tests. Results demonstrated that only 20% of MUSD ELLs with fewer than five years of English instruction were English proficient, and 33.7% of MUSD ELLs with five years or more of English instruction had attained English level

proficiency (California Department of Education, 2013a). This record of student achievement data allows an examination of two assumptions underlying Proposition 227 policy: Learning English rapidly is a path to academic success and ELLs immersed in educational programs where they are instructed overwhelmingly in English will demonstrate proficiency.

The MUSD district and school leadership developed a local education agency plan (LEA) with specific performance goals for increasing student academic achievement (MUSD, 2012). The LEA plan detailed ELL services and strategies that focused on professional development for teachers of ELLs (MUSD, 2012). In addition, MUSD stakeholders created a comprehensive learning framework (CLF) for the purpose of establishing organizational systems and district practices aimed at improving ongoing academic achievement for all students reflective of the district's vision (MUSD, 2013). The CLF design was based on eight guiding principles: (a) commitment, (b) culture of ongoing assessment of processes and programs, (c) equity, (d) feedback for continuous improvement, (e) focus, (f) organizational trust, (g) sustainability, and (h) transparency. CLF directs and anchors MUSD's vision and mission embedded in the graduate profile of students as critical thinkers, communicators, collaborators, and creators (MUSD, 2013).

It has been 14 years since Proposition 227 was enacted, and Olsen (2010) contends that in order to close the gap for English learners, California school leaders must lead a school-wide focus on improving instruction for ELLs. According to Elmore (2008), leaders who govern schools through a system of

distributed leadership involve others' strengths to contribute to the improvement of the school. Leaders of schools must respond to ELLs educational circumstance by strategically involving a network of stakeholders who can act on instructional decisions and practices informed by ELLs academic success.

Problem Statement

The problem this study addresses is the effect Proposition 227 has had on school leaders' capacity to support the needs of ELLs so that they are academically successful. Policy constraints have impacted the organization of schooling that has resulted in inequities in student learning. To better understand the inequities ELLs experience, it is necessary to challenge the White-dominance ideology sustained in schools from a race perspective. As Ladson-Billings and Tate IV (2009) explained, "to support the proposition that race continues to be significant in explaining inequity in the United States is that class- and gender-based explanations are not powerful enough to explain all of the difference (or variance) in school experience and performance" (p.170). Racial issues have historically transformed education in public schools, although remnants of inequity continue to plague current policies of educating minority children.

Proposition 227 illustrated backlash politics as it responded to the rise in the number of immigrant children in California public schools by removing use of students' primary language (Gutierrez et al., 2002). Referred to as "backlash pedagogy," this educational tendency jeopardized the intellectual and social equity of limited English speakers by treating diversity not as a resource for learning but rather as a problem that needed to be remedied (Gutierrez et al.,

2002). Backlash pedagogy was a trend that originated from a backlash political structure that deliberately attacked perceived shifts in power by campaigning to maintain the dominance of White citizens in America (Gutierrez et al., 2002). The language of the immigrant culture could be perceived by the dominant group as threatening and deceitful (Spring, 2009). Gutierrez contends that school leaders must engage in observable practices that integrate diversity and embrace differences, anything else would uphold backlash pedagogy maintaining a White-dominance ideology (Gutierrez et al., 2002).

A statewide evaluation of Proposition 227 found that “While there has been a slight decrease in the performance gap between ELLs and native English speakers, it has remained virtually constant in most subject areas for most grades” (Parrish et al., 2006, viii). The academic achievement of California’s population of English learners does not demonstrate the results Proposition 227’s language policies intended (Olsen, 2010). ELLs are significantly underperforming compared with students who are not classified as ELLs. A similar study found Proposition 227 lacked support for ELLs, as school leaders detailed concerns with student achievement measured only in English. There is a need for accountability for students in bilingual programs and an absence of legislative guidance when communicating with parents about the law (Palmer & Garcia, 2000). A lack of leadership direction has produced a negative impact on the academic success of ELLs.

According to Cuban (2004), there is an essential link between leaders’ and practitioners’ knowledge and students’ academic success. Proposition 227

placed pressure on school leaders to implement a law that lacked guidance and negated their own understanding about language acquisition (Palmer & Garcia, 2000). School leaders are change agents whose role is pivotal in sustaining focused support necessitated by ELLs whose schooling experience is sequestered under the policy of Proposition 227 in California schools.

Locally, MUSD has increased the number of schools providing daily English language development for ELLs aimed at addressing the gaps in achievement and focusing on improvement (MUSD, 2012). A designated support person at each site informs school leaders and teachers about ELLs progress in acquiring academic English and supports parents. The support person monitors placement, program and records of ELLs and archives evidence on ways instructional program decisions impact learning (MUSD, 2012). The Montebello LEA plan detailed school involvement with the process that helped provide an opportunity for teachers to plan and work collaboratively in implementing best practices for ELLs (MUSD, 2012).

Similarly, the CLF points to leadership accountability and involvement aimed at refining practices, monitoring systems and addressing student learning. The CLF's goals support organizational conversations directed at structural changes related to areas of concern as revealed by cause and effect data indicators (MUSD, 2013).

Purpose Statement

The purpose of this research is to identify and describe how the policy of Proposition 227 affects school leaders' ability to support ELL's academic

success. Findings from a five-year West Ed study evaluation of the effects of the implementation of Proposition 227 on the education of English learners found that school principals identified four key features in supporting ELLs: (a) staff's ability to attend to English learners needs, (b) school's focus on English language development and standards-based-instruction as top priority, (c) collective expectation of the methodology for educating ELLs, and (d) continuing assessments in addition to data-driven decision making (Parrish et al. 2006). According to Suttmilller and González (2006), school leaders' understanding and knowledge about bilingual education and language acquisition has been found necessary in the education of ELLs. Decisions made by principals on ELLs schooling at a micro level impact the nation at a macro level in seeking to provide an appropriate education for language-minority students.

Good leaders manage schools and leadership that addresses and moves student achievement forward must be laser focused in recognizing types of support systems necessary for English learners. In the interest of examining how the leadership supports ELLs in schools, this study sought to research this issue closely in MUSD.

This research will provide necessary information so that school leaders can exercise practices aimed at responding to the educational needs of English learners. More important, it is intended to help leaders in the field reconsider how local leaders exercise and arrive at decisions in order to recognize best practices for ELLs. Schools that gather, analyze, and use data make better informed decisions about what to change and how to institutionalize systemic change

(Bernhardt, 2004). Administrators' understanding and knowledge about a school's process for improvement assist in achieving the vision without hindering the progress (Bernhardt, 2004).

Research Questions

Indicators of leadership responsiveness to the needs of ELLs will be studied recognizing the inattention and gap in the literature regarding the impact of Proposition 227 on leaders decision making. Correspondingly, ELLs need to scale what has been defined, as academic success as measured by education's accountability system will be explored by examining the tiered leadership roles in meeting the needs of ELLs.

The research questions this study investigated are as follows:

1. What are the perceptions of educational leaders in respect to the needs of English language learners?
2. How do educational leaders enact Proposition 227 as it relates to English proficiency and academic success for English learners?
3. How does educational leaders' implementation of Proposition 227 reflect best practices of teaching English learners?

Significance of the Study

This research is important and can make a significant contribution to educational leadership because understanding how to support ELLs' and school leaders' ability to adequately sustain ELLs' academic achievement is critical to California's schools. One fourth of all children in California are English learners (Aguila, 2010). As Suttmiller and González (2006) stated, "it is the principal who

must be a full participant throughout the instructional program and ensure that the education of ELLs is part of the overall school and district effort” (p. 185). State government along with districts must step forward with policies that guide school communities with high populations of limited English speakers to develop practices that prevent the creation of long-term English learners (Olsen, 2010). Hopkins et al. (2013) suggest an essential monitoring system that accounts for second-language acquisition development and connection to learning progressions. This body of research will assist school leaders by informing their response to ELLs’ needs and support the creation of effective practices, appropriate instructional programs, and necessary school learning community conditions that amend misguided policies for ELLs.

Scope of the Study

The scope of this study was to explore school leaders’ perceptions and their role in addressing the needs of English learners while implementing Proposition 227 language policies and academic boundaries. The research involved leaders who had experience in working with language-minority students and in low socioeconomic communities. The study’s method of viewing through a tiered leadership lens captures the interconnectedness and impact of one another’s perceptions, practices, and decisions within a school district.

Assumptions of the Study

There are a few assumptions in this study that must be mentioned. The first assumption is that leaders recognize that backlash pedagogy prevails in schools where minority children are educated. The second is the assumption that

leadership practices can transform and address the inequities of ELLs' schooling implemented by Proposition 227. A third assumption is that for ELLs' parents recognition of academic proficiency in English is necessary.

Study Delimitations

This study focuses specifically on the ELL population in public schools. The public school district included schools with program improvement status and large populations of language-minority students and students of low socioeconomic status. The participants in this study consisted of school principals, district personnel, and board members from within the same California school district. Delimitations also included which questions asked as well as respondents' perspectives on ELLs. The study was also delimited by the selected sample size of leaders in this southern California public district as well as the respondents' geographical location.

Since the delimitations include school leaders working in public schools with a high concentration of ELLs, the results will only be generalizable to school leaders working with language-minority students in program improvement schools.

Study Limitations

There were a few limitations in this study. The first was my role as an employee and researcher in the same school district where the study was conducted. I was acquainted with the participants through my work facilitating professional development in English learner instructional practices. The second limitation was my own background as an English learner and how I related to the

experience of acquiring a second language. Finally, I was dependent upon the information shared by the participants' during the interviews. Participants were limited to sharing information during the data collection window.

Definitions of Key Terms

Achievement gap is defined as “the difference between how well low-income and minority children perform on standardized tests, as compared with their peers” (Bernhardt, 2004, p. 281).

The Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate requires applicants to take the following tests: Test 1–Language Structure and First and Second Language Development; Test 2–Methodology of Bilingual, English Language Development, and Content Instruction; Test 3–Culture and Cultural Diversity; Test 4–Methodology for Primary Language Instruction; Test 5–The Culture of Emphasis; and Test 6–The Language of Emphasis. Teachers who pass all six tests receive a BCLAD certificate in one of the following languages of emphasis: Armenian, Cantonese, Pilipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, or Vietnamese (Parrish et al., 2006).

Cognitive Academic Language Proficiency (CALP) is a language ability stage demonstrated by the learner's ability to comprehend dense academic concepts in a context-reduced environment (Parrish et al., 2006).

Cross-cultural, Language and Academic Development (CLAD) certificate requires applicants to take the following tests: Test 1–Language Structure and First and Second Language Development; Test 2– Methodology of Bilingual,

English Language Development, and Content Instruction; Test 3—Culture and Cultural Diversity (Parrish et al., 2006).

Dominant language is the language used fluently by the speaker and most often (Parrish et al., 2006).

English as a Second Language (ESL) is the teaching of the English language to nonspeakers of English (Parrish et al., 2006).

English-language development (ELD) is defined as a content area offered to limited English proficient students to develop reading, writing, speaking, and listening skills in English (Parrish et al., 2006).

English Language Mainstream Classroom—Parental Request describes a process used by parents to request a class setting where more additional resources and support services are offered to English learners who have not met district benchmarks in learning English (Glossary of Terms used in CBEDS and Language Census data reports, retrieved February 3, 2012, from <http://www.cde.ca.gov/ds/sd/cb/glossary.asp?print=yes>).

English Language Mainstream Classroom—Students Meeting Criteria describes English learners who have met district benchmarks in learning English and are given additional services (R30-LC; Glossary of Terms used in CBEDS and Language Census data reports, retrieved February 3, 2012, from <http://www.cde.ca.gov/ds/sd/cb/glossary.asp?print=yes>).

English Learner (EL) Students (formerly known as limited English proficient or LEP) is defined as a student who speaks another language and is acquiring proficiency in English. Students can demonstrate acquisition of the

language through developing the following skills: listening, speaking, reading, and writing (R30-LC; Glossary of Terms used in CBEDS and Language Census data reports, retrieved from

<http://www.cde.ca.gov/ds/sd/cb/glossary.asp?print=yes>).

Fluent English Proficient (FEP) describes students whose primary language is not English and who can demonstrate proficiency in the English language by having met state and district assessment benchmarks (Parrish et al., 2006).

Initially Identified as Fluent English Proficient (IFEP) describes students who enter school as speakers of another language and who can also demonstrate initial proficiency in English (Parrish et al., 2006).

L1 acronyms stand for individual's first learned language (Parrish et al., 2006).

L2 acronyms stand for the second language acquired by an individual (Parrish et al., 2006).

Limited English proficient (LEP) is a term used to describe students who speak another language and are learning to become proficient in English. Students are developing their second language skills in speaking, reading, writing, and listening (Glossary of Terms used in CBEDS and Language Census data reports, retrieved from

<http://www.cde.ca.gov/ds/sd/cb/glossary.asp?print=yes>).

Newcomer is a term used to describe students who have recently immigrated and are at the beginning stages of learning a second language (Parrish et al., 2006).

Non-English Proficient (NEP) describes students who are not proficient in English (Parrish et al., 2006).

Primary-language instruction is language instruction given to students in a content area by a certified teacher with a BCLAD certificate (Parrish et al., 2006).

Primary-language support are the services and resources provided to students in their primary language (Parrish et al., 2006).

Program improvement district is a category of district that has not demonstrated adequate yearly progress in meeting English language arts and mathematic standards in Grades 3 through 8 (California Department of Education, 2014).

Redesignated as Fluent English Proficient (RFEP) describes an English learner who has demonstrated proficiency in English and has met the district's criteria to reclassify (Parrish et al., 2006).

Sheltered English Immersion (SEI) is an instructional setting offered to an English learner that involves instructional techniques such as total physical response, visuals, and gestures to deliver content instruction (Parrish et al., 2006).

Specially designed academic instruction in English (SDAIE) is a term used to describe an instructional strategy used by teachers of ELLs to deliver content

that is chunked into fewer concepts and whose aim is to make it comprehensible to the learner (Parrish et al., 2006).

Organization of the Dissertation

Chapter 1 of this dissertation begins by introducing the focus of this study and the background of the problem, including a review of the impact of California's Proposition 227. Discussion of the problem statement is followed by examinations of the purpose of the research, the research questions, and the significance of the study. A review of key terms and a discussion of the limitations of the study round out the chapter. Chapter 2 presents a critical review of the literature pertaining to the research questions. Chapter 3 contains the research design, including data collection and analysis methods. Chapter 4 presents an analysis of the data and the study's findings. In Chapter 5, I discuss conclusions, interpretations, and recommendations for policy and practice.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter reviews the foundational literature significant to this study. First, critical race theory (CRT), which provides the theoretical foundation of the study is discussed, followed by a review of the literature organized around a conceptual framework that examines significant research on the implementation of Proposition 227 in California schools and on leadership responses to it. Distinctive to Proposition 227 research are studies focusing on leaders' responsiveness to the language and academic needs of ELLs and the role of leadership in addressing the support of ELLs. The teaching and learning of ELLs under Proposition 227 policies are examined, followed by a discussion of relevant leadership practices that support ELLs' academic success. In the literature, student populations acquiring English proficiency have been referred to with such terms as *English language learners (ELLs)*, *limited English proficient*, or *English learners*; however, this study will only use ELLs as its reference. The chapter concludes with an overview of the study's implications as they relate to ELLs' inequality of schooling experiences under the implementation of Proposition 227.

Theoretical Foundation

Critical race theory forms the theoretical foundation of this study examining the impact of Proposition 227, which embedded a political and social

agenda that targeted reforming children of color (Revilla & Asato, 2002). The perspective of CRT is employed to describe how the implementation of Proposition 227 determined the educational programs offered to ELLs, the educational resources provided, and accountability measures used to assess learning. Furthermore, CRT is used to assess the impact of Proposition 227 on ELLs' schooling and school leaders' support of ELLs academic success. CRT however has not yet been applied to the leadership role and the ELL support system.

CRT examines racism through the ways laws, established structures, practices and educational policies maintain the unequal treatment of ethnic minorities and are aimed at keeping income advancement and schooling achievement from marginalized groups (Sólorzano, Villalpando, & Oseguera, 2005; Taylor, 2006). CRT focuses on transparency to issues of prejudice as it pertains to immigration, language rights, and discrimination against people of color through cross-examining the validity of the law (Treviño, Harris, & Wallace, 2008). Revilla and Asato (2002) documented CRT as forthright in challenging society by confronting the racial practices upholding White dominance. Nonetheless, schools inform students about race in ways that indirectly communicate intolerance of others (Carbado, 2002).

Critical theory originated in Germany in the work of the Institute of Social Research, often referred to as the "Frankfurt School" (Kellner, 1989, p.1) and was concerned with social, philosophical, scientific, and political perspectives on issues. Kellner asserted that critical theory was guided by an interest in freedom,

happiness, and justice. CRT cross-examines and “undermines boundaries between competing disciplines, and stresses interconnections between philosophy, economics and politics, and culture and society” (Kellner, 1989, p. 7). Couched in this broader view of critical theory, critical race theory studies first appeared “in a context of protest, more specifically, protest about the lack of diversity at Harvard Law School” (Carbado, 2002, p.2). Absence of varied perspectives on critical theory issues led to challenges to the lack of diverse faculty and “the racial quality of the curriculum, that is, the extent to which the curriculum marginalized concerns about race and racial equality” (Carbado, 2002, p. 181). As Taylor (2006) reported, “CRT scholars redefined racism as not the acts of individuals but the larger systemic, structural conventions and customs that uphold and sustain oppressive group relationships, status, income, and educational attainment” (p. 73). As a theoretical foundation, CRT guides and informs discussion of educational imbalances in need of change.

This qualitative study seeks to clarify through its investigation necessary support systems for ELLs’ academic challenges in California public schools with the implementation of Proposition 227 and the essential role of leaders in responding to the needs of ELLs.

CRT application in a leadership context has been under researched in the literature. This inadequacy in the literature fueled this study’s examination of changes in leadership that are necessary to address Proposition 227 policies that mask a racial agenda. Gooden and Dantley (2012) contend

Given the current and historical demographics of K-12 public schools in the United States, and the inequities that exist within the cultural and racial differences inherent in these demographics, it becomes incumbent on the field of educational leadership to ground our work in a more critical and conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them. (p. 238)

There is little research on leaders' role in implementing educational policies that affect ELLs' schooling and on how their role may sustain, support, and/or shift the education of minority students within the constructs of an American ideology of White dominance. Where is the critical piece addressed in the literature? Leaders positioned to guide public education within the constructs of exclusionary policies and language struggles for ELLs can benefit from a CRT perspective. What is the impact of a leader's role in the schooling of ELLs? What is problematic in implementing language policies from a leader's perspective? What are the assertions in the literature about the role of a leader's power to sustain best practices as ELLs become proficient in the dominant language?

Darder and Torres (2009) contended, "How can we arrive at a more precise and specific concept with which to analyze both the historical and contemporary social realities and material conditions of racialized inequalities?" (p. 151). Acknowledgement of racism would shift the structures of inequities and produce change (Darder & Torres, 2009). Leadership vessels must navigate while addressing ELLs' academic needs with actionable steps resulting in shifting course.

In this study, the lens of CRT will be applied in examining how tiered leadership functions within a school district address the needs of ELLs, particularly with respect to the implementation of Proposition 227. Next, a review of the CRT framework was applied to the implementation of Proposition 227.

Critical race theory exposes Proposition 227 as an unequal policy because it is intended to provide English learners with the necessary skills for academic achievement that can only be demonstrated in the English language (Carbado, 2002). Revilla and Asato's 2002 study reported a "hyper-interpretation" theme that referred to the law's excessive impact on teachers, administrators and parents. Examples noted were teachers' accounts of the removal of instructional materials and notices to parents in their primary language because of the law's liability pressures. Implementation of Proposition 227 was associated with hyper-interpretations of the law in response to the law's excessive use of political power (Carbado, 2002; Revilla & Asato, 2002). Carbado maintained that "hyper-interpretations of Proposition 227 reflected the political judgment that Spanish-speaking students should be educated in English only" (p. 185). Two symbolic results of hyperinterpretation are (a) English is given more status than Spanish and (b) learning Spanish is assumed to hinder one in becoming English proficient (Carbado, 2002). Learning English becomes the path into the integration with the dominant culture. However, school leaders are identified as the communication source among students, teachers, and the community who articulate whether the students' primary language is a linguistic resource to be esteemed (Lucas, 2000). Absent from the literature, however is the CRT

perspective regarding the leadership role in response to meeting the needs of ELLs as Proposition 227 was implemented in schools.

Review of the Scholarly Empirical Literature

The role of leaders in schools is central to responding to the conditions of inequity plaguing ELLs in American public schools. This study addresses the lack of research on the leadership's capacity necessary to meet the needs of ELLs. The following is a review of the literature, featuring the empirical studies significant to this dissertation.

Conceptual Framework

The conceptual framework for this study was grounded in examinations of school leaders' ability to support ELLs academic achievement through guidance and information about the K-12 education system in California (Lucas, 2000). School leaders' primary role is to explicitly inform ELLs and their families about educational opportunities and schooling options in preparation for higher education (Lucas, 2000). This research exams the role of leaders and how leadership steers school staff to respond to the needs of their varied student population. Understanding a leader's perspective on what can and must transpire in order to meet the needs of ELLs is critical for California schools and yet research is limited.

The concepts that follow encapsulate the essential body of knowledge necessary to understanding how educational policy has impacted ELLs' schooling and recognizing those leadership indicators necessary to steer school communities in response to ELLs needs. Four specific areas of the literature are

discussed: (a) the instructional core under Proposition 227, (b) how leadership steers Proposition 227 implementation, (c) implementation challenges of Proposition 227 in California Schools, and (d) best practices for leaders supporting ELLs. The conclusion of the literature review will address issues of resources for ELLs and educational inequities as education reform policies are implemented within California's educational accountability system.

The Instructional Core Under Proposition 227

Contrary to the ideals of Proposition 227, instructional programs and practices that isolate limited English proficient students have not accelerated the rate of acquiring English (Valdés, 2001). Valdés revealed that both the public and the proponents of Proposition 227 were unaware that ELLs have limited opportunities to listen to English as a natural language and interact with native English speakers. This occurs because English learners spend their time in classrooms receiving English instruction composed of phonic sound bites, skills, and basic language. Observations of classroom practices of teachers with ELLs revealed (a) interactions with the teacher, (b) seatwork focused on vocabulary and copying, and (c) following the textbook (Valdés, 2001). On the other hand, use of primary language development has been found to help with (a) vocabulary, (b) validating cultural experiences, (c) forming positive relationships between student and teacher, and (d) increasing English language development, (Valdés, 2001). Given these findings, it compels one to question whether there are limitations in the literature on information about leadership responses to the academic crisis faced by ELLs in California. Literature indicated evidence on

instructional practices as teachers work with ELLs; however, there is insufficient information on the impact of leaders' decision making on ELLs' needs as schools are guided.

Proposition 227 guidelines restricted bilingual teachers from using any language with their students other than English, and they had to limit the information they provide to parents on parental exception waivers (Darder, 2002). Darder affirmed that using only English for instruction resulted in placing "bilingual teachers in tremendous conflict and forces them to execute 'behind closed doors' tactics in their efforts to meet the needs of limited English proficiency students" (2002, p.127). Bilingual teachers' implementation of Proposition 227 challenged instructional options in working with ELLs.

According to Mora (2002) limited English proficient students who in their early years of schooling experienced ineffective programs cannot recover from the lack of academic achievement later. Mora (2002) points out that retention and remedial programs tend to keep limited English proficient students for a longer period of time than is necessary, which may result in negative perceptions by the students. Furthermore, Mora (2002) explained that decisions about placement in these programs further delays the student's acquisition of a second language and can create unrealistic academic expectations leading to the need to retain or remediate.

Consequently, Mora (2002) asserts that Proposition 227 resulted in a shift of responsibility from bilingual teachers onto teachers who did not have the training for or experience in working with bilingual students. The impact of this is

that it places ELLs at a clear disadvantage because their teachers and primary sources of academic instruction may not have sufficient background in teaching a second language.

Recent research on ELLs has found that unprepared teachers struggle with teaching content to students who are not English proficient, who have not received training in language development, and who have little knowledge of appropriate strategies that will address their needs (Olsen, 2010). Olsen stated that ELLs placed in mainstream English programs with no English development support became low achievers when compared to ELLs receiving some English development support, and they are more likely to drop out by high school. In other words, Proposition 227 was supposed to ensure that by the time ELLs reached middle school they would be proficient and would have obtained the skills necessary to thrive alongside native speakers (Olsen, 2010). However, current findings revealed that in secondary schools there are a large number of English learners remaining who are now considered long-term English learners (Olsen, 2010).

From a critical standpoint, school leaders' understanding and interpretation of Proposition 227 is vital in establishing support systems for ELLs in school. However, did Proposition 227 policy intend to reconcile leaders' complex role of implementing the law and leading California schools with instructional best practices for ELLs? The literature provides insufficient information on the continuity of the role of leadership in addressing ELLs' needs. Inquiry into the leadership facets and ELLs' academic success is at the core of

this study. From a CRT perspective, the inequality perpetuated in Proposition 227 did not provide an equitable and appropriate education for ELLs; it established a structural system intentionally unresponsive to a marginalized group.

How Leadership Steers Proposition 227 Implementation

School leaders inform the school community about school policies and their impact on their children's education. Similarly, Proposition 227 requires school leaders to interpret the law, examine accountability measures, and inform the community (Palmer & Garcia, 2000). Proposition 227 established school leaders as a source of information for parents about the educational programs offered to ELLs (Palmer & Garcia, 2000). Sparse literature in this area necessitates further studies that examine leadership roles beyond classroom guidance.

A survey study of 43 principals and four superintendents in California schools found a majority viewed Proposition 227 as having minimal impact on their school's bilingual education (Basurto, Wise, & Unruh 2006). A study also found bilingual principals had a more encouraging approach to bilingual education than principals who were not bilingual. According to research of schools with high levels of ELLs, principals perceived Proposition 227 to have an effect on student academic performance (Basurto et al., 2006).

A comparable study done by Palmer and Garcia (2000) found school leaders critical of Proposition 227's lack of direction and noted the following problems: (a) the law provides little explicit modeling of what a structured English

immersion program should be, (b) school evaluations linked to the academic performance index omitted bilingual students' performance in bilingual settings, and (c) there has been a lack of guidance regarding explaining the law to parents so that parents can participate actively. In addition, the law's requirement of 30 days in English for new students created additional stressors for leaders and teachers at the beginning of the school year (Palmer & Garcia, 2000).

Proposition 227 required school leaders and teachers to implement the law but failed to promote specific guidance. When viewed through a CRT lens, Proposition 227 strengthens the structures of inequality by requiring school leaders to implement a law that disregards ELLs' needs. This under researched area in the literature cannot be omitted because understanding the experiences through a leadership lens are vital to appropriately responding to ELLs' schooling struggles. The next section is a discussion of how teachers implemented Proposition 227 once it became law.

Implementation Challenges of Proposition 227

Since the passage of Proposition 227 in 1998, studies have examined ways the law has impacted ELLs attending California schools. Findings provide accounts of how Proposition 227 has prompted educational choices for ELLs and have included school leaders' responses to ELLs' schooling. Leaders responsible for implementing Proposition 227 have had to interpret instructional practices beyond the classroom. Discussion about the complexity of leadership in addressing support systems for ELLs as the law intended has been limited. The thrust of this study is to investigate leadership roles in meeting the needs of ELLs

from a perspective not typically thought of beyond the role of implementation and classroom level.

A significant five-year evaluation of the effects of implementation of Proposition 227 examined the achievement gap of ELLs under Proposition 227 and revealed a disparity between ELLs and native English speakers across content areas in most grades (Parrish et al., 2006). Data also showed there were no differences in ELLs' academic achievement specific to any instructional model. Notably small in size, the academic gains attributed to reclassified ELLs during the 2002 to 2004 school years and across grade spans were higher than the gains of English-only students. The study further revealed that ELLs demonstrated the most academic gains between second and fourth grade. The study noted that NCLB accountability measures and an emphasis on the ELLs subgroup might have been a factor (Parrish et al., 2006).

There have been many studies on Proposition 227. Revilla and Asato's (2002) research findings revealed the interconnectedness of language and power and a wide variance among classroom practices and school districts. The study found a lack of clarity on Proposition 227 execution around the following themes: (a) a wide range of implementation choices across school districts, (b) excessive pressures contributing to a hyperinterpretation of the actual specifications of Proposition 227 law, and (c) evidence of an English-only philosophy (Revilla & Asato, 2002). Data suggested that teachers felt fearful because of the Proposition 227 liability clause and experienced high levels of frustration due to lack of support (Revilla & Asato, 2002). Similarly, school leaders were

concerned with the following issues: (a) a lack of leadership at the state and district level to assist with interpreting the ambiguities of Proposition 227, (b) a lack of guidance for parents on implementing the law, and (c) an inadequate program model for ELLs (Palmer & Garcia, 2000). A general inattentiveness to leaders' role in implementing the law raises the question of whether Proposition 227 considered leadership capacity in responding to ELLs needs in an established education system.

A study conducted by Monzó (2005) of eight Latino families with children attending public schools found that only half of the children continued in the bilingual program and the other half were placed in two types of SEI programs after the implementation of Proposition 227. The school district had implemented one SEI program with primary language support and one without any primary language support (Monzó, 2005). The study cited numerous examples of parents not being provided adequate information regarding program options and enrollment information (Monzó, 2005). The policy did not specify how parents of limited English speakers would be informed about their options. According to Monzó (2005), Proposition 227 did not specify access to information for parents from low-socioeconomic communities or immigrant families who did not speak English. Proposition 227 did not grasp the role of leadership beyond the classroom in working with parents of ELLs. Monzó (2005) suggested a systematic policy that would protect the rights of parents, who are often seen as not being equipped to make decisions about their children's educational options.

According to Bruna (2009), three years after the passage of Proposition 227 there was a 59% decrease in students receiving instruction in their primary language. However, proponents portrayed that schooling of ELLs identified the teacher as a point of access to English literacy and part of the process of confirming an American identity (Bruna, 2009). A recent study done by Olsen (2010) on ELLs' schooling attributed ineffective programs and practices to the following elements: (a) inappropriate use of curriculum designed for native English speakers but given to English learners, (b) limited academic language development in the native language and in the English language, and (c) not enough understanding by educators about components needed in an effective English learner program. Significant findings suggest that strengthening educators' understanding about practices and appropriate curriculum when working with English learners is necessary to achieve academic gains.

From a CRT perspective, Proposition 227 attempts to remove ELLs' fund of language knowledge and obstruct any opportunity for maximizing academic opportunities. As Darder (2004) described it, "a legacy of racialized language policies is at the core of historical language struggles" (p. 232). How then can leaders respond to Proposition 227 without sustaining the language barriers behind which ELLs are held captive? CRT questions the Proposition 227 intent on appointing leaders of schools to intersect with the schooling of ELLs. Given the challenges, leaders have begun to be responsive to the difficulties faced by

ELLs and are implementing best practices aimed at addressing their academic needs.

Best Practices for Leaders Supporting ELLs

School leaders guide school communities through leadership practices employed within schools and responses that help support their student populations. In California, ELLs make up the largest minority group of students not fully proficient in English (Aguila, 2010). Appropriate responses to the schooling of ELLs are necessary for school leaders determined to close the achievement gap. Subsequently, a literature review on school leaders' effective practices in working with ELLs is vital to this study.

A review by Stufft and Brogadir (2010) on the principal's role in assisting ELL programs found three critical areas in responding to ELLs needs: (a) professional development, (b) immigrant parent involvement, and (c) cultural linguistic content integration. School leaders understanding of immigrant parent involvement and knowledge about parents' culture will support parent involvement. Also, professional development for school staff regarding the diversity of the student population is essential in educating diverse groups of students. According to Stufft and Brogadir (2010), integration of ELLs' knowledge and culture as part of classroom instruction guides academic success.

School leaders support ELLs when school culture is encouraged to foster diversity (Stufft & Brogadir, 2010). Ongoing communication and building understanding about schools' vision and standards facilitates support of common

goals for ELLs. Stufft and Brogadir assert that school leaders must guide public schools to support the use of ELLs' funds of knowledge as it relates to their language, cultural background, and experiences so that it further improves their education. The most critical characteristic of a school staff is continued rigorous expectations for ELLs (Stufft & Brogadir, 2010). School leaders are vital in monitoring and sustaining instructional practices for ELLs that move the school community forward in addressing ELLs' academic gaps.

According to Lucas (2000), the growing number of ELLs in middle schools face unique challenges compared to younger ELLs. Attention to ELLs has been translated to six priorities for school leaders: (a) learning about ELLs experiences, (b) developing relationships with ELLs and their families, (c) informing ELLs on the American educational system, (d) making connections to community services, (e) engaging teachers in professional development, and (f) working as change agents who actively seek transforming the school system so that ELLs have access to an equitable education. School leaders respond to ELLs' needs when their response includes shared decision making by staff, community, and students (Lucas, 2000). This study will address the gap in the literature by contributing information beyond leaders' implementation of Proposition 227 to extending the capacity of leaders to respond to the needs of ELLs.

A recent professional development initiative conducted by Brooks, Adams and Morita-Mullaney (2010) found that school collaboration focused on increasing academic achievement for ELLs must involve the support of the

principal and content teachers. Collaboration supports both ELD teachers and content teachers in the selection of effective instructional practices for ELLs. Findings reveal a shift from depending solely on ELD teachers to a shared responsibility among school leaders and staff (Brooks et al., 2010). School leaders are pivotal in creating pathways that embrace ELLs' diversity while responding to ELLs' needs in order to access educational opportunities.

Tupa and McFadden (2009) learned that a school district focused on improving ELLs' proficiency in English resulted in academic gains due to a "web of instructional leadership" that included district and school personnel (p. 555). District and school administrators, teachers, and curriculum specialists monitored ELLs' academic achievement through shared instructional accountability. Instructional leadership centered on focused collaboration aimed at identifying needs and prompting open dialogue about learning (Tupa & McFadden, 2009). Gooden and Dantley (2012) declared that school systems K-12 must begin to lift practices that disregard low-socioeconomic and minority populations.

Proponents of CRT seek to examine the role of leaders in a way that goes beyond school test scores and pays attention to how they can address racial inequities faced by ELLs. As Gooden and Dantley (2012) said, "Such a theoretical foundation motivates a kind of righteous indignation intended to ignite a revolutionary fervor in school leaders that creates the relevance of academic work when it is linked with a civil rights, social justice agenda" (p. 242). This study's distinct perspective will examine Proposition 227 implementation as tiered leadership responds to ELLs needs.

Summary and Implications

In this review of the foundational literature, there were several implications regarding implementation of Proposition 227, which was intended to meet the needs of ELLs in CA schools. Proposition 227 mandated instructional options for ELLs but failed to equip teachers with understanding and training on how to provide such instruction. Proposition 227 instructed leaders to implement the law with limited direction on responding to ELLs beyond the classroom. Consequently, achievement under the NCLB accountability system required school leaders to level the playing field for ELLs with explicit interventions and practices that provide support and access in sustaining academic proficiency in English.

Critically important to the education of English learners are school leaders and educators who understand approaches that can address ELLs' academic crisis. Viewing these challenges through the CRT lens brings clarity to examining Proposition 227 from a minority perspective while removing the layers of American ideology and racism rooted in an English language education.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter is a review of the methodology used in the study. Following an introduction to the study context, a detailed review of the research design provides information about the participants, the role of the researcher, instrumentation and data collection procedures, data analysis, and the validity of the study. The chapter concludes with a summary of key points.

Qualitative Methods Research

The qualitative method studies worldview issues in a natural setting and brings forth the points of view of individuals and their experiences (Creswell, 2007). This methodology aims at capturing participant voices while shedding light on otherwise concealed societal issues, thereby provoking some type of action. According to Miles and Huberman (1994, "Qualitative research is conducted through an intense and/or prolonged contact with a 'field' or life situation. These situations are typically 'banal' or normal ones, reflective of the everyday life of individuals, groups, societies, and organizations" (p. 6). Philosophical foundations of qualitative research encompass an urgency for change given the social and or political context of the study (Creswell, 2007). Most important, the strengths of qualitative research involve the in-depth examination of an issue as it occurs in its natural state while capturing vividly its complexities (Miles & Huberman, 1994). Qualitative data has been described as a powerful

methodology for its predictor capabilities and discoveries (Miles & Huberman, 1994).

However, one of the drawbacks of qualitative research is the fluidity of conducting and analyzing qualitative data (Creswell, 2007). A hierarchical approach to analyzing qualitative data developed by Creswell aims at a linear process that encourages more interaction while engaging in multiple levels of analysis (Creswell, 2009).

This qualitative method approach was most appropriate for this study's focus on leaders' role in addressing ELLs needs as it relates to Proposition 227 inequities. The qualitative method centers on permitting the silences of voices to be heard so that society shifts in the direction of change (Creswell, 2009).

Research Design

The research design for this study was a qualitative multiple-case study that embedded a theoretical lens. This study sought to investigate the role of leadership as it relates to supporting English learners while complying with educational policy. A case study explores an issue through one or more perspectives within a bounded context (Creswell, 2007). The bounded context of this study comprises (a) one school district; (b) educators in leadership positions, including elementary school principals, district office administrators, and school board members; (c) schools with a significant population of English learners; and (d) a program improvement district.

Within this design, a unit of analysis (case), defined as either an individual subject of a case or organization to be studied, was selected (Yin, 1989). The

selection of the unit of analysis aims at examining the research question from various perspectives (Yin, 2012). Each unit of analysis in this study was an individual in a leadership position whose perspective will contribute to the CRT examination of the role of leadership in implementing educational policies established for ELLs in California public schools.

Research questions were descriptive in nature to allow for open-ended responses and flexibility of views when prompted with “how” and “what” questions (Creswell, 2007). The questions sought to gather as much information about the study from each case in order to describe and inform the field of research in an area where research is limited.

Research Methods

In the following section, this study’s qualitative research methods will be discussed, followed by descriptions of the setting, sample, data collection and management, data analysis and interpretation, and procedures to ensure validity. The role of the researcher will be examined as well.

Setting

This qualitative research study focused specifically on the ELL population within the MUSD, which includes the cities of Bell Gardens, Commerce, and Montebello and serves sections of Downey, Los Angeles, Monterey Park, Pico Rivera, Rosemead, and South San Gabriel (MUSD, 2012). The MUSD community comprises 94% Hispanic, 3% Asian or Pacific Islander, and 2% Caucasian students.

MUSD serves more than 30,000 students through a Head Start program, 17 elementary schools, six intermediate schools, and five high schools. Over 78% of Montebello students qualify for a free or reduced-price meal. Approximately 37.5% of students enrolled in MUSD are learning the English language (MUSD, 2012). CELDT data indicates that 75% of kindergarten students and over 47% of first-grade students enrolling in MUSD are non-English speakers or at the beginning levels of English proficiency (California Department of Education, 2013a). MUSD participants selected for this study work with ELLs in a leadership capacity.

Sample

Participants for this study were selected based on the bounded context. Initial contact with a district administrator to work as the gatekeeper in channeling possible participants for this study was necessary. In preparation for the study, it was important that the study's purposeful sampling include individuals who had some background with Proposition 227 and who work with ELLs. I communicated with participants and asked for their consent to participate in the study. Participation in the study was voluntary and all data gathered from the semistructured interview was confidential. This study used pseudonyms, and no identifying information about the participants will be shared. Collected data will be kept locked, and only I will have access.

The participants in this study included five principals from the same school district, two district administrators, and two school board members. Each participant's position as a leader was vital to the study as it related to ELLs'

academic success and educational journey. This study investigated the role of leadership within a school organization as it implements ELL policies and guides ELLs' academic achievement. The study focused on a tiered leadership that provided varied perspectives and data on a specific population to further inform the educational field.

Data Collection and Management

Prior to the interviews, participants were emailed the preinterview demographic questionnaires located in Appendix B. In this study, I conducted semistructured interviews by using interview protocols found in Appendix C with key participants whose perceptions were critical to answering the research questions.

Instrumentation. Creswell (2007) states that the challenges of managing an interview process include the selection of questions, reliance on the respondents to answer, and the time-consuming process of transcribing audiotape interviews. Data collection instruments for this study included a semistructured interview protocol that guided me in recording the data and organizing responses from the participants (Creswell, 2007).

The qualitative documents used in this study were an additional resource to support the emerging themes of the study. Creswell (2009) asserts use of various documents affirms the validity of a study. I reviewed the MUSD LEA plan, the master plan for ELLs, and the comprehensive learning framework as an additional source of data.

ELLs' academic achievement data was used as a data source regarding MUSD ELLs' educational outcomes as measured by California's accountability system. The California Standard Test (CST) in language arts and CELDT in measuring English proficiency were used to determine academic growth and the result of instructional practices in meeting English learners' needs.

Procedures. This study was conducted during the month of September of the 2013-14 school year. The data collected aligned with the research questions this study investigated and included questionnaires, semistructured interviews, member checks, public documents, ELL data, and field notes. This section provides a description of how data was collected and archived.

I contacted participants via email to schedule an interview and provided a preinterview demographic questionnaire (Appendix B) for the purpose of gathering additional data. The data collected via the questionnaire further informed me about each participant.

Interview protocols contained prompts to assist in clarifying participants' responses and gathering data specific to research questions located in Appendix C. Each semistructured interview used the interview protocol. Interviews were estimated to take approximately 45 minutes. Prior to the interview, each participant signed a written consent form, which is found in Appendix A. I audiotaped the complete interviews and sent them to an independent transcriber. Before leaving the interview, I asked for permission to conduct a follow-up check and to clarify any responses.

I kept field notes throughout the study in order to document both the process and my observations and thoughts after each interview and to provide a record of “thick” descriptions. Thick descriptions provide detailed information about the location of a study and are used to confirm the validity of a study’s findings (Creswell, 2009).

I contacted participants via email with a transcription interview so that participants could confirm the content of the interview. Participants were able to provide additional feedback if necessary. I also asked for additional information if clarifications were needed at the time of the member check.

Data management. I needed to think through data management in order to facilitate access to analyzing the data. As Miles and Huberman (1994) explain, it is important to (a) ensure high-quality data, (b) cite evidence of the process, and (c) keep an account of the analysis once research is completed. Managing the data for this study through a computer data software system assisted in analyzing the data.

Data was managed by simplified storage, organization, and retrieval. Electronic and paper files of collected data were kept throughout the process of the research and located under one general file. Inside this file were specific subfolder files for participants, public documents, ELLs’ data, field notes, and observations. In addition, a separate file was maintained for Atlas.ti, the data software tool to manage field codes. Paper files were kept as important backup records to serve as an additional reference tool for the study. Secure electronic

data folders, along with paper file folders will be maintained for five years following completion of the study.

Data Analysis and Interpretation

In the following sections, description of the data analysis process will be detailed. Qualitative research studies have provided knowledge through the use of different data and data interpretation approaches. Creswell described data analysis as a profound method that undergoes a deeper understanding as data is gathered, reflected upon, and viewed from a larger angle, and as initial analysis moves to one of multiple levels (Creswell, 2009). I analyzed data throughout the process of the study.

Data analysis. Preliminary data analysis of general themes and key points as data is being gathered informs the structure of the data collected. I approached the study using Creswell's interactive data analysis steps: (a) arrange the data in some type of order, (b) make note of general themes from the data, (c) establish a coding process, (d) use codes to describe details, (e) select method to represent analysis, and (f) interpret findings (Creswell, 2009).

Transcribed interviews, preinterview questionnaires, and field notes provided detailed interim data that contribute to the meaning of the study. A coding system informed emergent themes and patterns in the study.

Coding described by Creswell (2009) included "taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called *in vivo* term)" (p.186). My

process in developing codes considered the study's theoretical framework, emergent codes based on participants' perspectives, codes related to the topic study, and codes that change (Creswell, 2009). With the use of Atlas.ti, codes entered were visually represented to highlight relationships or patterns that assist focus, reflection, and analysis of specific data. According to Miles and Huberman (1994) "looking at displays helps us to understand what is happening and to do something, either analyze it further or take action based on that understanding" (p. 11). Data was represented through some type of visual display. The final step in the data analysis process was interpretation.

I drew conclusions about what the findings revealed and how it informed the my questions. In this final step, interpretations about the meaning were deduced and how it corresponded to the confirming review of the literature. It was critically important that I interact reflectively with the study by continuously thinking deeply on what the data meant and how it informed the body of knowledge in the field. It is important to note, that my lens of interpretation was as Creswell (2009) described it to be: "couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences" (p.189). My interpretation voiced understanding about what was communicated through participants' perspectives.

Procedures to ensure validity. Vital to any research study has been establishing strategies that affirmed the validity of the findings. Validity has been described by Creswell (2009) as "one or more strategies available to check the accuracy of the findings" (p.191). Methods for assuring validity in this study

included, triangulation, member checks on the transcriptions of the interviews, and thick description of observations as reflected through my field notes and my own bias. Following the analysis, details on the specific use of these strategies are described.

In this study, triangulation was used to check closely multiple sources of data indicators on specific themes from the findings (Creswell, 2009).

Triangulation methods assisted me with the study's findings because of the use of multiple sources of data supporting a specific premise. Also, data gathered during the semistructured interviews went through a member-check process for the purpose of confirming accuracy of the interview with the participant. The study used thick descriptions in order to establish the realistic context of the study, thereby transmitting accurate findings (Creswell, 2009). Finally, my personal bias was accounted for, and therefore does not negatively affect the study.

Creswell (2009) asserted "good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background, such as their gender, culture, history, and socioeconomic origin" (p.192). My background includes the knowledge, experiences and struggles of integrating into American society as part of an immigrant family. As an American born in the United States, my learning English as a second language was crucial and important since it allowed for diverse opportunities of economic mobility and acculturation into the society. Having been a classroom teacher at the inception of Proposition 227, I was motivated to deepen my own

understanding through a leadership lens. However, my experiences did not have a negative influence on my role as a researcher; rather, they provided background into understanding additional information provided by the participants of this study.

All interview recordings were transcribed by an independent transcription service. Qualitative analysis was done using Atlas.ti, a software tool used to analyze collected data.

Role of the Researcher

In this qualitative study, I was the filter through which data specific to the research questions was collected. The study provided me with opportunities to describe and understand the issue through various forms of data collection, such as questionnaires, interviews, documents, ELL data and field notes. This approach allowed me to provide an in-depth description of each case and analyze key themes and patterns among cases (Creswell, 2007). I conducted interviews, kept field notes, and reviewed public documents, such as the LEA plan, ELL master plan, comprehensive learning framework, and student achievement data. I was an observer and listener at all times and did not participate during the interview except to clarify or prompt for more information.

I am a teacher on special assignment working for a Los Angeles county school district within the English learner programs and curriculum and instruction K-8 department. I function as the district's English language development resource and facilitate professional development for teachers, parents, school

facilitators, and administrators on current research and instructional practices to improve student achievement for English learners.

My experience as a bilingual classroom teacher for 13 years has encompassed teaching ELLs at the elementary school level, teaching high-risk students in primary language to develop initial literacy skills, tutoring ELLs, and providing parent workshops. My experience includes teaching at a school that serves socioeconomically disadvantaged students, 100% of whom qualify for free and reduced-price lunch (California Department of Education, 2013b).

An English learner who has earned a Master's degree in Bilingual/Bicultural Education, I have also received extensive professional development on best practices in teaching ELLs. These experiences have facilitated intentional teaching and professional development to address ELLs' challenges and needs with learning a new language and communicating with parents of ELLs about the process in acquiring a second language.

Chapter Summary

This chapter reviewed the research methodology used in the study. First, the qualitative research method was described and the research design of a multiple-case study was discussed. Next, the sample was established. Research was conducted in a public school district and investigated the role of leaders as it relates to supporting the needs of ELLs. Then, data collection and management were addressed. This study's instrumentation, procedures, and management were described. The study's use of semistructured interviews, questionnaires, public documents, and field notes was presented.

This was followed by a description of the data analysis and interpretation section. Data analysis methods, including transcribing, use of codes, and coding with Atlas.ti were explained. Procedures ensuring validity were outlined. The role of the researcher and data management procedures were explained in order to maintain validity. The study's data will be stored for five years. I participated as an observer while conducting semistructured interviews and analyzed the data through my own lens while seeking to deepen my understanding of leaders' role in supporting academic schooling for English learners.

CHAPTER 4

FINDINGS

This chapter presents the findings from the data gathered in this study. The purpose of the research was to identify and describe how the policy of Proposition 227 affects California school leaders' ability to support ELLs' academic success. The chapter threads a deeper analysis through a tiered lens perspective on leadership and how leaders' interrelationships affect their ability to support ELLs. Emergent themes from each of the research questions were synthesized from nine participants' perspectives of what English learners' needs are and how their role steers and impacts how they support English learners' academic success. Contributing to the general themes and findings were the data collected from the participants' questionnaires and the 10 interview questions and public documents from the MUSD.

This research, grounded in a CRT theoretical foundation, studied school leaders' perspectives regarding Proposition 227 implementation and their understanding of ELLs' needs in learning a language. The CRT lens informed and brought to light White-dominant fragments supported by Proposition 227. The chapter concludes with a summary of the findings from each of the research questions. The study's findings will provide necessary data with which local leaders can deepen their understanding of their role as leaders and reconsider

practices and decision making across schools aimed at responding to ELLs' educational needs.

First Research Question

What are the perceptions of educational leaders in respect to the needs of English language learners? The following themes represent the key findings for the first research question. The two major findings are as follows:

1. Leadership revealed a misalignment in recognizing "key" support needed to meet ELLs' needs.
2. Uninformed parents contributed to academic deficiencies for ELLs through lack of access to academic information and in appropriate academic support at home.

Each theme is contextualized with the use of thick descriptions from the participants' interview responses and questionnaires. In addition, the study's analysis through a tiered model of leadership examined public school district leaders' position within levels of leadership on their alignment with supporting ELLs, guidance to an academic path for ELLs, and shared vision on the goals for ELLs. Through the lens of CRT, key findings reflected sources of information on what leaders relied on, influences outside the classroom, and leaders' responses in working with ELLs.

Key findings will be represented through an analysis using a tiered leadership model as illustrated in Figure 1. Tier I, the uppermost level of leadership, includes board members; Tier II, the central leadership, comprises

the district administrators; and Tier III, the instructional core level of leadership, is composed of school principals.

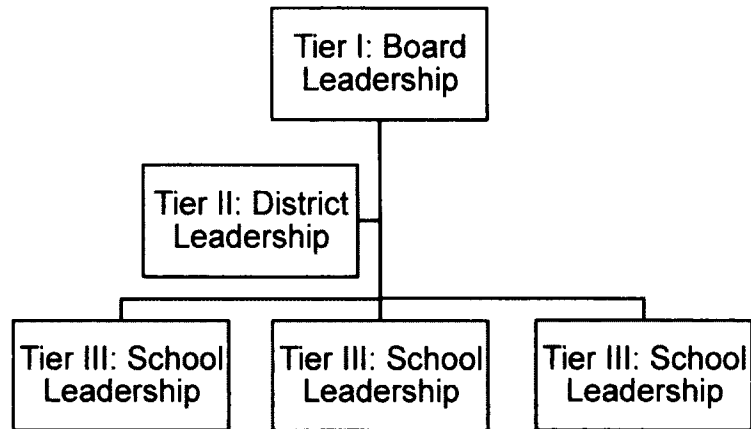


Figure 1. Tiered model.

A Misalignment in Recognizing “Key” Support

One key finding acknowledged by the participants was the need to make certain ELLs are supported in a learning environment. However, perceptions on ELL support from each tiered level of leadership revealed a misalignment in identifying and describing “key” support needed to address English learners’ needs. The literature (Brooks et al., 2010; Lucas, 2000; Stufft & Brogadir, 2010) has described specific characteristics of support aimed at addressing ELLs’ needs and the inequities that ELLs experience when appropriate support is not offered. Key support included instructional collaboration between the content and ELD teachers, ongoing professional development for staff on second language acquisition and instructional practices, appropriate ELL resources, high expectation for ELLs, authentic partnerships with community and families, educational goals for all students, self-reflection of practices among students and

staff, equity accountability about student performance, primary language support, academic language development, and instructional leadership (Brooks et al., 2010; Gordon, 2012; Lucas, 2000; Olsen, 2010; Stufft & Brogadir, 2010). Partial support for ELLs' needs has included a designated ELD teacher as the expert qualified to teach ELLs and communication with parents assigned to the ELD teacher (Brooks et al., 2010). Weak practices of support in the literature for ELLs have documented teachers unprepared to teach ELLs, administrators who have no access to ELLs and their families, isolated teaching of ELLs, parent involvement limited to schools' agenda, and pullout of ELL services (Auerbach, 2010; Brooks et al., 2010; Lucas, 2000). Thus, inequity of access to appropriate support for ELLs across the tiers of leadership in this study has resulted in a misalignment of support systems intended to meet ELLs' needs. To what extent was this misalignment present within the levels of leadership and across tiered governance of the school district?

Addressing ELLs' needs hinged on an organizational alignment, as leadership's decisions provide direction and focused support. From a Tier I leader's perspective, specificity on how ELLs' needs are addressed was guided toward the school district's governance accountability structure. For example, Participant F, a Tier I leader, made clear the following:

I rely on the educational experts in our district from the superintendent, the administration, the district office folks, the department that we have here at the district we reference to the outcome.

Perceptions from this level suggested a dependence on other tiers of leadership. Limitations of involvement may partially affect how Tier I leaders govern and make decisions. However, Participant F's statement "we reference to the outcome" suggests accountability in isolation and as the only prominent indicator of importance from the Tier I point of view. How can Tier I leaders become involved and develop sources of information aligned to Tier II and Tier III support structures aimed at addressing ELLs needs while applying a shared decision-making process?

Findings continued to point to an incongruence of support sustained by isolated involvement of Tier II leaders unable to cohesively respond to ELLs' needs. This was evident as Tier II leaders described again a partial approach:

This district in particular . . . not sure we've had people at the very top . . . knowledgeable about English learners . . . not saying they weren't compassionate for their learning . . . may not have understood how this happened and how this needs to happen . . . you might not get . . . the push that you need to . . . keep going or . . . messaging out . . . needs . . . for everybody because in this district superintendents supervise principals (Participant G).

The quote above speaks to how Tier II leaders isolated from other levels of leadership are unable to synchronize support to meet the needs of ELLs. Here, Tier II leaders' work is done in isolation with not much communication translated across tiers of leadership. Leaders cannot account for a systematic

approach to supporting ELLs while there is unintended inequity in access to appropriate support for ELLs.

This isolation intensifies both the inequity of support that exists as Proposition 227 policies attempt to address ELLs' needs and the importance of a tiered examination of the roles of Tier II leaders working with Tier III leaders. Does miscommunication among tiers of leadership transform into deficit supports for ELLs?

The findings also provide a closer look at the support intended to meet ELLs needs within the classroom from the perspective of Tier II and Tier III leaders. Tier III leaders described support given to ELLs during classroom instruction as vital to their academic success. For example, Participant A, a Tier III leader, described teacher support necessary for ELLs to excel. Participant A stated,

My expectation is that teachers point out, this is what we're going to learn and then how do I need to scaffold it for you, how do I need to support you in your learning so that you get it and that you can compete against those kids because every single one of our kids should be there, there's no reason for it. Our teachers are bright, we have the resources, we have what they need to succeed and be successful with these kids and they should be doing it.

The findings revealed Tier III leaders' expectations of how teachers were intended to provide support, allowing for no excuses as to why it cannot be done. Participant A's assertions about teacher support during instruction as "how do I

need to scaffold it for you?” strongly suggested a need for differentiated assistance, and yet Participant A also implied a lack of knowledge about instructional practices with “our teachers are bright . . . we have the resources . . . and they should be doing it.” According to Stufft and Brogadir (2010), leaders lead the charge with school staff in developing understanding about the vision, goals, and accommodations necessary to meet ELLs’ needs. With what reflective practices can leaders engage staff that would lead to appropriate support, consequently leveling instruction for ELLs?

Another facet of support expressed by the participants was a collaborative support system among teachers combined with continued professional development. Teacher collaboration supported teachers when they shared challenges in meeting ELLs’ needs and also provided models of best practices. Participant C, a school principal, explained that ELLs continued to be the focal point of facilitated meetings because that is what needed. Participant C, a Tier III leader, further described support for teacher collaboration:

I told them that the biggest thing that was going to influence their teaching was them working with each other. Their grade level meetings should be . . . where they share information about how kids are learning, where they share their successes about a particular lesson so that the other person can do it, where they talk about some of the kids and their challenges and how they can overcome those challenges. I’m consistently checking to make sure things are going well. I am asking them what is it they need

from me to be successful? And, as I tell them, you know, if you are successful, our kids are successful.

Here, a Tier III leader described a support system that allowed reflection about teaching practices, fostered uniform practices, and differentiated approaches comprehending that ELLs have different needs. Participant C set expectations for teachers and monitored them (“I’m constantly checking to make sure things are going well”), indicating an alignment between teacher and leadership. As Marks and Printy (2003) found, school leaders focused on improving academic achievement promote an ongoing dialogue on instructional pedagogy among teachers. The Tier III leader’s lens was aimed at guiding the dialogue and not directing instructional pedagogy. Given this scenario, what can be learned about ways leaders centralize a support system for ELLs within a school? Alignment between Tier III leaders and teachers can provide sustainability for ELLs; however, misalignment on appropriate supports for ELLs’ needs across tiers of leadership contributes and leads to inequity of access to identical support services for ELLs at all sites. Proposition 227 did not provide guidance on how leaders needed to support teachers of ELLs nor did it include direction for Tier I and Tier II leaders working to initiate necessary policy and services for all ELLs.

Subsequently, limitations were placed on the language of instruction for ELLs as a result of Proposition 227. Participants’ tackled an environment of support beyond the classroom necessary to balance ELL’s education. However, Tier III leaders recognized support for ELLs must also include an alignment

within the organization's governance structure. In other words, Tier I and Tier II leaders' implementation of ELLs policies are synchronized along a collective vision for ELLs as they journey through meeting Proposition 227 language demands. Opposing steps create insufficiency for ELLs as explained by a Tier III school leader's perception. Participant C explained,

I think as board members they need to be better educated in all the programs . . . because there is a large population of English language learners . . . they should know more about ELLs and about language acquisition . . . how it progresses . . . they have staff who is very knowledgeable . . . inform themselves . . . they can make their own decisions, but at least have the information to make an informed decision and not what is politically correct at the time.

This Tier III leader's statement about making "an informed decision and not what is politically correct" suggests that ELL policies established by Proposition 227, and followed by Tier I leaders who had limited or no information on language acquisition, may have misdirected support efforts in meeting ELLs needs. Also, recognition of political pressure was indicative of the Proposition 227 push for ELLs to learn English as quickly as possible with no regard to other languages or validation for primary-language speaking children. Participant C, a Tier III leader, suggested "they should know more about ELLs and about language acquisition," which reflects a misalignment among Tier I leaders' understanding of ELLs' needs. Also, Participant C explicitly stated, "they can make their own decisions, but at least have the information to make an informed

decision and not what is politically correct at the time,” which suggests that decisions made by Tier I leaders lacked adequate information about ELLs and continued the disproportion of how ELLs were serviced by Proposition 227. Also unclear is how Tier I and Tier II leaders’ process in implementing Proposition 227 policy decisions aligned with supporting ELLs at sites. Proposition 227 lacked specific guidance on how leaders at all levels of tiered leadership must implement the law that would then translate to inequities of support provided to ELLs by Tier I, Tier II, and Tier III leaders across California’s public schools.

Another misalignment about appropriate funding for support beyond the classroom suggested an inequity of access to appropriate support for ELLs across the tiers of leadership. Leaders from Tier II and Tier III levels of leadership described this inequity of access to budgetary support. A Tier III school leader, Participant A, explained further,

What’s crazy about our district is that’s our entire population and yet it’s so not our focus . . . we’re doing data teams . . . I’m not saying some things are not important . . . we’re calling in this expert, we’re calling in that expert . . . let’s go over here and do this . . . but in the whole core of it are these English learners that we’re not addressing . . . that’s where our money should be spent.

Participant A adamantly illustrated the misalignment among tiers of leadership, explicitly stating “ . . . that’s our entire population . . . it’s so not our focus . . . that’s where our money should be spent.” Participant A makes clear how unwise and fragmented support is: “we’re calling in this expert, we’re calling

in that expert.” Evidence of weak alignment within the tiers of leadership, vividly described by Participant A as “in the whole core of it are these English learners that we’re not addressing,” evoked a consequence of inequity to appropriate access in supporting the needs of ELLs.

Similarly, differing perceptions between Tier I and Tier II leadership about allocating appropriate funding support for ELLs revealed inconsistencies and a lack of awareness on how distribution of support impacted the needs of ELLs at all sites. Participant E, a Tier II administrator, makes clear the following:

So you’ll see districts who have a department just for English learners and curriculum and instruction because they know English learners are important in their district . . . where do we put those important budgetary items . . . even though you’re administrator at the district you don’t always have . . . input for a decision to be made . . . even though you’re knowledgeable but they may not seek your input.

Participant E described isolated practices lead by Tier I level of leadership (“even though you’re administrator at the district . . . they may not seek your input”), yet again illustrating a level of misalignment between Tier I and Tier II leaders who could be working together to cohesively address funding support through a shared decision-making process in an effort to remove inequities that ELLs experience. As a consequence of this misalignment among the tiers of leadership, support for ELLs cannot be equitable when “input for a decision” excluded a tier level of leaders and when funding discrepancies are allowable. Proposition 227 lacked implementation guidelines that to a degree contributed to

numerous interpretations and thereby validated inequities for ELLs. What process can all levels of leadership engage in that will shift to an alignment of support while setting defined expectations on how to appropriately support ELLs needs?

The findings established areas of misalignment of support: Tier I involvement, support within the classroom and beyond the classroom from each tier of leadership, and continued further practices aimed at establishing support systems for ELLs. Participants described establishing a culture of support that closely examined and identified ELLs' possible language issues. Participant G, a Tier II leader, pointed to leaders' role and actionable steps needed in establishing systems that recovered the language limitations placed on ELLs by Proposition 227:

You have to develop that culture of we're here to support. We're not here to just get through, get them through a grade; we're here to really target language issues. It's that culture piece has to be developed and it has to be developed simultaneously, teachers having that experience and providing opportunities to them to develop an expertise. District can provide support, but there has to be ongoing support. It's the principal's job to ensure that the support happens at the school. You can use your experts on staff or bring in somebody to develop the support. Are you as a leader going in the classrooms and ensuring that what needs to happen, happens?

Participant G, a district leader, described a comprehensive system of support that makes leaders responsible for monitoring support provided to ELLs. Expectations placed on Tier III leaders by Participant G, a Tier II leader, suggested a lack of understanding on the part of school leaders regarding their role in schools: “Are you as a leader going in the classrooms and ensuring that what needs to happen, happens?” rhetorically implies an inconsistent practice among Tier III leaders. This Tier II leader acknowledged the teacher's transformative role of collaborator: “You can use your experts on staff “ by involving teachers in the process of making informed decisions about student needs. Although teacher collaboration wasn't explicitly stated as a practice under Proposition 227, leaders promote it as a practice to support addressing ELLs needs. How are leaders counterbalancing the lack of guidelines in Proposition 227 law that make it necessary to monitor and support ELLs' assessment measures of learning English?

However, a differing perception of support emerged as one Tier III leader, Participant A, a school principal, described Tier II leaders' involvement with establishing support to sites on the language issues faced by ELLs:

I think the district relies pretty heavily on our intervention facilitators and . . . principals . . . the district just looks at numbers . . . wow . . . you have reclassified 60 percent of . . . kids . . . we're not . . . looking at what . . . kids need . . . we . . . aren't delving deep enough . . . we're not looking at where the discrepancy is . . . the deficiencies . . . then we're not meeting our kids' needs.

Here, Participant A points to a level of disagreement when saying the “district relies pretty heavily on our intervention facilitators and principals” as Tier II and Tier III attempt to meet ELLs’ needs while acknowledging persistent misalignment and inconsistent communication on how to address ELLs’ needs. According to Participant A, Tier II leaders lacked an intentional focus of support that has resulted in overlooking ELLs and clouding sites with a superficial layer of reclassification data as the only indicator considered with meeting ELLs needs. The Tier III leader asserts “we . . . aren’t delving deep enough . . . we’re not looking at where the discrepancy is . . . the deficiencies” that surface when learning a language. Boundaries set by Proposition 227’s English-only provisions left out instructional guides and implementation systems necessary for explaining how the law would support ELLs in meeting the goal of becoming proficient in English as quickly as possible, resulting in various understandings and access to degrees of support that have led to inequity for ELLs in accessing support in schools. What interrelationships are needed across tiers of leadership to produce a shift toward alignment in establishing systems of support for ELLs?

Leaders’ perceptions about appropriate support to meet ELLs’ needs were examined through a tier level of leadership inclusive of leader involvement, needs within and beyond the classroom, support for language issues, and funding allocations. Despite consistent acknowledgement about necessary support aimed at leveling academic achievement for ELLs, leaders could not ensure this support was constant and present to meet ELLs’ needs across tiers of leadership. Tier I and Tier II leaders did not disclose established systems of

shared decision making or structures of collaboration when implementing policies of support for ELLs.

These findings revealed a lack of communication related to information on how Tier III leaders were meeting ELL needs and monitoring ELL progress. There was a level of misalignment across tiers of leadership with lack of information, understanding, and communication in connecting one another's approach to responding to ELLs' needs. Because Proposition 227 law implementation was existent at varying degrees throughout the tiers of leadership, unequal access to support may lead to degrees of inequity for ELLs in their academic schooling experiences. Alongside the implementation of policies, monitoring of ELLs and lack of consistent efforts among the tiers of leadership has resulted in a misalignment of fragmented support for ELLs across levels of leadership. What are the outcomes for ELLs who encounter unequal access to support and whose needs are not instructionally guided?

Uninformed Parents Contribute to Academic Deficiencies

Participants perceived the parent link as necessary and critical to supporting ELLs academically. Overall, participants perceived a lack of parental involvement impacts the outcome for students. All tiers of leadership pointed to structures within the district that are contributors to parental disengagement.

From a Tier I leader's perspective, parental partnerships support students at home, and the leadership urges parents to implement academic habits. For example, Participant B, a Tier I leader, believed

We're faced with the responsibility of having to make sure that we're empowering our parents as partners . . . they needed to help us continue the educational process at home, and we needed to give them the tools.

Participant B held all levels of tiered leadership accountable to seeing that partnerships happen so that parents at home are teachers, saying "We're faced with the responsibility of having to make sure that we're empowering our parents as partners. . . ." And yet Participant B was uncertain ("we needed to give them the tools"), suggesting an area that needs to be addressed and defined in terms of "tools" for whom and what kind? Also, the Tier I leader's perspective suggests that ELLs' parents have not been afforded the resources to work with their child at home. The Proposition 227 law included parental rights to a waiver but omitted guidelines on how to support parents in helping ELLs acquire English. From a CRT perspective, Proposition 227's ambiguities regarding the law's implementation in schools further limited information and support to parents of ELLs. Overlooking these areas of support and lacking clarity about tools of support for ELLs reduces the academic progress that parent involvement makes possible. What channels of information identify parental contributions in schools?

According to Auerbach (2010), parent partnerships can develop into authentic partnerships that engage continued dialogue, guide parent interest events, and increase parent representation. Leaders and parents who transform to parental copartnerships and are determined to use tools foster academic habits historically inaccessible to an underperforming population of students.

What change can leaders establish to improve channels of communication with parents of ELLs?

Interestingly, Participant B's perception further described ELLs' role as leaders and parents form copartnerships: "we actually need to focus . . . be innovative and not be afraid to allow our students to guide us, to lead us." Here, Participant B referenced teachers as the first line of support to establish and cultivate partnerships with students. Teachers who recognize and cultivate ELLs' capacity to shift learning practices to home can compensate for the lack of parental involvement in Proposition 227. However, narrowed district and school structures inadequately focused on informing ELL parents decrease parental contributions to the educational process. The Tier I leader explicitly recognized that it was important to "not be afraid to allow our students to guide us, to lead us," indicating a missed opportunity to engage students as educational resources and contributors and potentially instrumental in addressing educational discrepancies in the academic process. The absence of student voices coupled with a lack of guided practices by Proposition 227 law and overlooked parent involvement opportunities hinder ELLs. Is it possible Proposition 227 overlooked the learner?

Participant E, a Tier II district leader, discussed how parent outreach practices can further channel communication lines that directly support contributions from parents:

Being a leader also means that you need to communicate with your community and your parents of English learners and share what the law

is, share what their rights are as parents in the system of education and sharing that being an English learner is not something that is negative. It is describing to parents that they have certain rights in this education process that they need to be aware of.

Here, a district participant's perspective on leadership, that "being a leader also means that you need to communicate with your community and your parents," directed accountability for Tier III leaders to act in response to student, parent, and community needs. Parent outreach systems cannot depend on Tier III leaders' invitation, rather it must be an understood practice intended to establish access for ELLs' parents on the law, services, and participation in American schools. Responsibility attributed to the Proposition 227 agenda should not be overlooked but rather examined as contributing to inequities in access for ELLs. Silenced, uninformed ELLs' parents set apart from other parent groups cannot compete for school leaders' attention, thus leaders must take ownership and establish opportunities for parental involvement in ELLs' academic progress. Inconsistent and undefined communication channels among tiers of leadership do not favor ELLs' parents wanting to shift academic habits into their home. Could inactive parent outreach structures in schools and across tiers of leadership contribute to ELLs' academic deficits?

Participant E, a Tier II leader, mentions that "being an English learner is not something that is negative," acknowledging the damaging status placed on students identified as ELLs in education and the Proposition 227 influence on privileging English speakers with an English-only agenda in public education.

Participant E maintains that established school leaders are responsible for dispelling negative connotations, thus creating opportunities to address ELLs' needs proactively. From a Tier II lens this allows Tier III leaders to dispel mistaken beliefs about ELLs and strengthen parent outreach attempts. It is unclear whether Tier I and Tier III leaders' awareness will include the same messaging in addressing negative connotations about ELLs. Again, participants' responses highlight a lack of parent involvement structures among tiers of leadership that emphasizes a degree of misalignment on involving parents. Once more, inconsistencies and lack of uniform leadership practices result in inequity for ELLs in schooling.

Participant D shared parent outreach challenges in trying to develop parent relationships from a Tier III leader's perspective:

they want us to care about their kids as much as they do . . . with our community there's a fear . . . to see that you got to gain the trust of the parents. Because when you're living in poverty you don't trust anybody . . . they're standing at the gate then they run down to the next gate, they're tracking . . . to make sure they get in the door of that classroom . . . they fear a lot . . . and I don't want them to. I want them to feel like their children are safe . . . that . . . we're taking care of them.

According to Participant D, Tier III leaders' observations about parents that "you got to gain the trust of the parents" connects to the expectations parents place on leaders and teachers with the commitment of educating their children. The leaders' charge has been to make certain students are provided

with an equitable education and that appropriate support has been provided. Participant D's observation that "because when you're living in poverty you don't trust anybody" reflects marginalized groups' experiences and educational barriers. Yet, the school principal reaffirmed that wanting "them to feel like their children are safe . . . that . . . we're taking care of them" is vital to Tier III leaders' role in reaching parents to help them identify themselves as part of the educational process. Do all tiers of leadership align to Participant D's view of leaders' role with regard to parent outreach across schools?

Participants' perception with regards to ELLs' needs reflected a lack of parent involvement in ELLs' educational journey. Specifically, areas of need included parent partnerships and parent outreach efforts throughout all levels of tiered leadership. Inconsistencies among the tiers of leadership also included a lack of clarity on tools of support, an absence of student voices, and undefined communication channels.

Most participants identified a lack of parental knowledge as preventing parents from understanding Proposition 227 demands on the academic support of ELLs and the role they could play. Involved parents become informed about Proposition 227's lack of instructional guidelines and the support needed at home to address ELLs' academic challenges. It is important to remember that Proposition 227 established parent choice parameters, but insufficient support and varied approaches on how to implement the law in schools were followed. Findings revealed Tier III leaders were concerned about parents' understanding

of Proposition 227 law. Perception from a Tier III leader about the educational choices necessary for parents to understand are specified further:

Making sure that parents truly understand what they're signing up for when they select a program for their child. Making sure they understand their child's CELDT results. Making sure they understand the goals of our educational program, not just the English learner options but how the system runs in the United States.

Participant D, a school principal, implied parents who lacked understanding about students' performance on state tests might be confused about ELLs' educational choices. One study described how schools could help by clarifying information to families on the many pieces involved as ELLs move up the grades to graduation (Lucas, 2000). It is clearly important that leaders across all tiers of leadership deliberately plan systems of opportunity to review and clarify educational decisions with parents, otherwise negative consequences for ELLs seem likely. As Participant D emphasized, "Making sure they understand the goals of our educational program" again affirmed disadvantages for ELLs whose parents lack understanding; nonetheless, an opportunity exists for leaders to develop channels of communication with the goal of developing parental knowledge. How well did Proposition 227 guide parents, school leaders, and staff in understanding schooling for ELLs?

Participants shared challenges about the misinformation among parents in regard to the type of support ELLs need at home. From a Tier III leadership perspective, misinformation harms parental knowledge, resulting in hindering

viable educational options for ELLs. For example, Participant C, a school leader expressed:

So 227 empowered the parents, and . . . I am fine with that . . . the parents are not well informed, and many of the parents make their decisions based on what is convenient for them and not what is in the best educational interest of their child . . . many parents go on hearsay opinions from other parents or their neighbors or their relatives . . . once again, you educate the parent that it is not English that gets you to a better job, but it's education that gets you to a better job.

From a school leader's perspective, emphasizing "not what is in the best educational interest of their child" intensifies how misinformation to parents can create barriers and not allow appropriate support to be directed to ELLs and parents. Participant C, a Tier III leader, pointed out "So 227 empowered the parents, and . . . I am fine with that . . . [but] the parents are not well informed," which illustrates how the law has failed to notify parents adequately. There is no mention of how Tier I and Tier II leaders are focused on redressing ELLs' parents' misinformation and whether Tier III leaders have a structure of support through which to address parents. Despite this imbalance, it is the leader who controls the conditions for ELLs aimed at helping parents understand what knowledge is absolutely needed. Tiers of leadership must set priorities on supporting ELLs parents as well as support systems for Tier III site leaders. Participant C's statement that "you educate the parent that it is not English that gets you to a better job, but it's education that gets you to a better job" reacts to

Proposition 227 persuasive tactics aimed at sustaining English as the privileged language and the only option of choice for parents of ELLs. From a CRT perspective, Proposition 227's English-only movement and implementation gaps have managed to create belief systems among school communities that knowledge and success can only come from learning English, any other language would not matter since it would hold no status or recognition.

According to Palmer and Garcia (2000), although Proposition 227 established school leaders as the funnel of information for parents, there had been a lack of direction given to parents, as well as few implementation guidelines for leaders from the state. Such an example from a Tier III leader's perspective is explained below:

Parents many times do not understand that they need to help us develop that English . . . skills . . . vocabulary. The parents . . . not English speakers themselves, think . . . simple English that the kids use during play, that is English fluency . . . our students to better develop . . . English language skills . . . they need to continually practice . . . be exposed to a rich English language environment . . . they get to home, it's either Spanish . . . whatever language they're exposed to during video games or TV.

Although the Tier III leader acknowledged parents' limitations, the perception that the "parents because they are not English speakers themselves, think that the simple English that the kids use during play, that is English fluency" does not recognize parents as contributors and continues to marginalize

languages other than English. It again demonstrates Proposition 227 policy's misguided expectations placed on parents without regard to the home language. Assumptions about the parents' role at home challenge cultural practices that must be nurtured so that partnerships establish and grow. School leaders attempting to involve parents to build understanding about student placement and expectations of support must specifically direct parents on how to accomplish such goals. Was Proposition 227 intended to position non-English speaking parents at a disadvantage?

Other findings pointed to interactions with ELLs parents in ways that suggest revisiting how Proposition 227 impacted the information provided to parents. Leaders' perceptions about their role in soliciting parental involvement must clarify and build knowledge without strengthening inequalities created by Proposition 227 policy. Tiers of leadership must seek alignment with all-encompassing parent partnerships, parent outreach, and developing parent knowledge in order to prevent uninformed parents from being a factor in academic deficiencies for ELLs. Can tiers of leadership mend misguided parental support by redefining their roles as copartners to support disadvantaged ELLs?

Second Research Question

How do educational leaders enact proposition 227 as it relates to English proficiency and academic success for English learners? The key findings for the second research question are as follows:

1. Irregular monitoring of instructional practices revealed insufficient information about ELLs' acquisition of English in implementing

Proposition 227.

2. Acquiring language was challenged because Proposition 227's English-only ideology banned language resources for ELLs.

The findings for the second research question were based on participant interviews and public documents. Data from each source was collected and analyzed to report on the results. Each finding was presented through the use of thick descriptions from participant's responses. Again, via a tiered lens of leadership, further analysis was conducted to inform on alignment placement, as leaders function and interrelate in enacting Proposition 227. Leaders' positions included participants from Tier I, the uppermost level of leadership, followed by Tier II central leadership, and Tier III, the instructional core level of leadership. A CRT perspective analyzed leaders perceptions and beliefs as Proposition 227 directs leaders practices as ELLs develop English proficiency and fulfill academic benchmarks.

Irregular Monitoring of Instructional Practices

Proposition 227 implementation required school leaders to monitor ELLs' progress in acquiring English and instituted accountability measures for school districts. From a Tier I leader's perspective, monitoring practices involved attentiveness to the needs of ELLs. Here, Participant F, a board member expressed the following

It's the district office, the principals, the classroom teacher to effectively implement those policies . . . in terms of the ELLs and there's so many questions that I always think about. . . . What's going on in the classroom

for that student? Why do some get transitioned faster than others. . . ?

What other resources can we provide to make it the best learning experience for that student?

The participant pointed to specific leaders (“It’s the district office, the principals, the classroom teacher to effectively implement those policies”) accountable for refining practices aimed at studying what demonstrates results for ELLs in learning English. Unclear for the Tier I leader was “What’s going on in the classroom for that student?” Instructional practices need alignment to support and generate school results for all ELLs. How do tiers of leadership determine types of resources for ELLs?

However, the push from Proposition 227 to learn English as fast as possible seeps in in ways that define and keep from recognizing ELLs in other ways than just language attainment. Participant F questioned, “Why do some get transitioned faster than others?,” revealing a practical approach that validated how Proposition 227 prioritized learning a language as quickly as possible rather than understanding an individual’s own language development timeline. This implies a need for a better alignment that addresses how leaders through each tier of leadership develop understanding with regard to language acquisition and address the needs of ELLs’ acquisition of English via an aligned structure of support. Also, an alignment among the tiers of leadership serves as the catalyst synchronizing leadership decisions, policies, and practices so that students are afforded equitable services in every school and leaders are clear about the vision for ELLs.

While many leaders expressed attentiveness to monitoring practices, others perceived monitoring practices as an area for refining. District leader Participant E explained,

monitoring instructional practices . . . through the principal . . . definitely an area of need . . . ensuring that our principals and administrators at the site are . . . using a tool for observations . . . how often do they go . . . are we focusing on providing feedback?

Participant E, a Tier II leader, identified “ensuring that our principals and administrators at the site are . . . using a tool for observations” intended for school leaders to address instructional gaps with teachers through consistent feedback and guidance. Yet, Participant E also noted “how often do they go . . . are we focusing on providing feedback?,” suggesting an inability to assert alignment practices interwoven across tiers of leadership, as well as alluding to unified instructional areas of focus for district-wide monitoring. Providing a counterpoint, Participant I, a school leader, challenged Tier II leaders’ perspective through the following statement:

Our services to English learners are not monitored . . . I really think we need to be . . . I’m speaking as a principal. We need to be monitored as far as what are we providing to students. I don’t think we’re all doing the same. We’re not providing services to our English learners consistently . . . we are not unified . . . I’m the person that’s going to monitor . . . I don’t know that anybody from district is going to come.

Tier III leaders raised evidence of misalignment. Interview responses such as “We need to be monitored as far as what are we providing to students. I don’t think we’re all doing the same. We’re not providing services to our English learners consistently . . . we are not unified” explicitly highlighted the consequence of misalignment unable to synchronize tiered leadership monitoring of instructional practices and resulting in a lack of access to appropriate support for ELLs. As the Tier III leader stated, “Our services to English learners are not monitored . . . I really think we need to be . . . I’m speaking as a principal,” thus stressing leaders’ focus and commitment to addressing ELLs’ needs intended to repair achievement gaps experienced in schooling. Yet again, this reveals the need for better alignment among Tier II and Tier III leaders on instructional monitoring practices supportive a shared vision of working cohesively to address the needs of ELLs. Are school leaders clear on monitoring expectations from the district?

Studies on instructional leadership depict schools with high levels of success that shared instructional leadership practices with leaders focused on curriculum, assessment, and instruction (Marks & Printy, 2003). Persistent attempts from instructional leadership improve ELLs’ schooling. Up to now, leaders’ perspectives involved attention to monitoring and improving irregular practices in isolation from one another and do not adequately address the needs of ELLs in a cohesive manner, an indicator of inconsistent threads across tiers of leadership with a lack of focus in implementing practices that adequately assess and support ELLs.

Continued messages affirming lack of alignment on how to systematically implement Proposition 227 demands surfaced as Tier III participants described unspoken procedures from Tier I leadership. Tier III leaders' perspective of Proposition 227 demands were in opposition to validating students' primary language as an asset that would support English language development.

Participant C, a Tier III leader, expressed the following:

Unfortunately . . . members of the board . . . the message still has—it continues to be the same from the onset of 1999 . . . when they told us . . . no more waivers . . . we're gonna count how many waivers . . . you use at your school . . . they portrayed us . . . standing . . . at our school gates handing out waivers so the parents would sign them so the kids would be tested in Spanish. . . . You think we have that kind of time . . . they know they're not gonna be at grade level, so as a parent you want to see, well, how is my child doing? . . . they didn't see it that way. They just saw it as no tests in Spanish; they want to have more English.

Participant C's perspective focused on how Proposition 227 positioned leaders to implement opposing practices ("they didn't see it that way. They just saw it as no tests in Spanish; they want to have more English") rather than question and work to affirm adequate support systems based on language acquisition research and not politics. Studies revealed Proposition 227's hyperinterpretation to learn English as fast as possible was symptomatic in schools where teachers and administrators narrowed curriculum and instructional practices aimed at rapid language learning that favored English (Carbado, 2002;

Revilla & Asato, 2002). Often, ELLs are not recognized as individuals at varying stages of language development but rather as a struggling, low-achieving group in need of interventions.

Participant C declared top down governance (“members of the board . . . the message still has—it continues to be the same from the onset of 1999 . . . when they told us . . . no more waivers . . . we're gonna count how many waivers . . . you use at your school”) excluded a diplomatic contact but became rather a watch dog approach to enforcing English-only education. This confirms the need for change and realignment among tiers of leadership. Efforts to develop communication and synchronized messaging between Tier I and Tier III leaders will contribute to leadership realignment.

From a CRT perspective, language upholds racial identities that translate to racial class systems interpreted further as allegiance to Anglo-American culture (Carbado, 2002). Tiers of leadership must be conscious about the ways communities use language as a fund of knowledge to establish cultural identities rather than as a barrier to access opportunities. Here, Participant F, a Tier I leader, explained further:

Ever since I've been on the board . . . we have a strategic opportunity to come up with . . . one clear policy in our position . . . while 227 gives the various options on the navigation site it doesn't mean that us as a district can't just say this is the direction we recommend . . . as the premier educators and experts . . . we recommend that everybody go in this

direction . . . It's a historic opportunity to really create—be a . . . true agent of what you would call breaking the language barrier.

Participant F proposed an “opportunity to really create—be a . . . true agent of what you would call breaking the language barrier” as an approach that attempts open communication among parents and educators to help guide educational options for ELLs but falls short in creating and sustaining copartnerships between leaders and parents in working cohesively to understand their role in providing services and support to ensure equitable access for ELLs. Tier II and Tier III leaders have not aligned parent input structures and partnerships, and yet tiers of leadership acknowledge a misalignment of irregular monitoring of instructional practices that do not adequately address ELLs. What process can Tier II and III leaders be engaged in to bridge communication with the uppermost level of leadership?

So far, irregular monitoring of instructional practices have included attentiveness to ELLs, refining monitoring practices in schools, and contradictory practices across the levels of leadership on adequately addressing ELLs' progress in learning English.

From a Tier II leader's viewpoint, standard assessments can prevent determining actual progress for ELLs because state measures do not adjust or reflect accommodations for students beginning to learn a language. Participant G, a Tier II leader, stated the following:

It's hard to use state data with the very beginning English learners because we're testing them in English at the second grade. That's a

pretty difficult . . . how do you judge whether they're coming along when they're being tested in a language they only half know . . . but . . . using that data, for . . . a child that's been in this country for a while or been in our system . . . it does serve its purpose . . . how are we really focusing on active language . . . reinforcing in class? We're giving them opportunities to practice . . . and then the CELDT . . . that really never has been used to its potential at our sites.

According to Participant G, a Tier II leader, "a child that's been in this country for a while or been in our system . . . it does serve its purpose . . . how are we really focusing on active language . . . reinforcing in class?" This is a partial piece of information that obligates leaders to recognize classroom observations as necessary to formally evaluating and monitoring whether instructional practices do adequately address ELLs' needs. As important, Participant G, a district leader, pointed out that "the CELDT . . . really never has been used to its potential at our sites." Monitoring tools intended to address ELLs have not been successfully embraced by Tier III leaders as a resource to inform on ELLs' progress. Monitoring indicators like state assessments create confusion around ELLs' language development and can mislead appropriate services for ELLs. Therefore, it is crucial that Tier I, II, and III leaders understand assessment results regarding development of language acquisition and that systems to monitor language development are used throughout all sites. Irregular monitoring of instructional practices and failure to use assessment indicators continue to confirm a lack of uniform focus throughout the tiers of leadership on

implementation of Proposition 227, likely compromising equitable access to ELLs. What do classroom observations reveal about other monitoring indicators for leaders?

Focused monitoring approaches aimed at addressing ELLs' needs on all sides of their learning continuum in response to the irregular monitoring of instructional practices failed at addressing ELLs appropriately. Participant I, a school leader, defined how focused monitoring involved multiple approaches to support ELLs' proficiency in English, tailored classroom instruction, and refined school practices requiring continuous adjustment. Participant I's comprehensive view of monitoring was expressed as follows:

Monitoring . . . maintaining a data base . . . collecting data . . .
 incorporating population within data teams . . . we desegregate that data
 . . . looking at student growth and . . . common formative assessments . . .
 let's pull out that population of English learners, how are they doing? . . .
 are we differentiating instruction for them differently. . . . Monitoring when
 you're planning . . . there has to be differentiation in the lesson for different
 levels of student . . . parents in the English Learner Advisory Committee
 . . . visit all the classrooms . . . looking at services for English learners . . .
 asking question about how we're meeting the needs of our English
 learners.

In the above segment, Participant I explained "let's pull out that population of English learners, how are they doing . . . are we differentiating instruction for them differently. . . . Monitoring when you're planning . . . there has to be

differentiation in the lesson for different levels of student” as tangible attempts to address ELLs adequately given various markers to determine the range of acquiring English. The leaders’ focused approach established a shared accountability within the school community where both progress and attention to improvement was communicated, although the cost to an equal access of education remained unknown. It is important to note that the Tier III leader’s approach could not be determined as a consistent practice among all Tier III leaders or an established structure by Tier I and Tier II leaders to follow. Again, a change at each level and across the tiered structure would result in a better alignment. Irregular monitoring of instructional practices remains an existent practice inadequately responding to ELLs’ needs.

School leaders’ monitoring of instructional practices could only recognize how ELLs progressed as speakers of English because of limitations placed on other languages as a result of Proposition 227. Previous studies on the effects of Proposition 227 revealed accountability pressures that resulted in altered curriculum for ELLs, lack of accommodations, and inconsistent program placement (Gandara et al., 2000; Olsen, 2010; Olson, 2007). Without any attention to the fund of knowledge in a student’s primary language, leaders are required to demonstrate improvement, thus shifting programs for ELLs in ways that justify and yet jeopardize equal access to educational choices. How long will leader’s ELL monitoring practices in schools continue to tolerate dismissal of ELLs’ funds of knowledge?

Most participants identified the practice of visiting classrooms as a focused method to collect data on how ELLs are progressing in English and to observe instructional practices. Below, Participant D, a Tier III leader, recaps the data collected with focused monitoring of classrooms:

One would be being in the classrooms as much as possible, seeing the students perform in action, looking at their work, listening to them speak One thing that we do to help monitor our kids—we're trying to teach our students to be self-directed, to reflect and to monitor and know their own targets, so one way that helps me as the leader, helps the teacher as the instructor, and helps the students as the learner, and the parent is the data walls in the classroom.

Participant D, a school principal, expressed how “teach[ing] our students to be self-directed, to reflect and to monitor and know their own targets,” focused monitoring of ELLs while addressing their individual progress in acquiring language, supports the learner. Data was captured and made public for the learner so there is feedback and further understanding about what the data revealed. This Tier III leader shifted from reviewing data on paper to informing themselves on the causal data—adult behaviors and decisions responsible for results. Research revealed leaders who dialogue with teachers on these issues set high expectations for teachers and students (Marks & Printy, 2003). School leaders' involvement in classroom points to sought out visible understandings about the ways ELLs' learning has evolved and where it is headed, demonstrated by students' progress and teachers' instructional delivery. Yet, it is unclear

whether all tiers of leadership are contributors to the shift of focused monitoring of instructional practices, since findings from the Tier III level of leadership and Tier II do not reflect a district-wide monitoring system. How can ELLs' monitoring practices visibly validate a learner's growth without the limitations of demonstrating improvement in English only?

Participants explained further what the necessary conversations with staff are as shifting to focused monitoring of instructional practices occurs among the interactions of leaders and teachers. Participant C, a school leader, provided detail in the following way:

I'm going to say to you, is he an English language learner? And then you say, "I don't know," I'm going to ask you to go look because if he is . . . you need to help him . . . scaffold things . . . ask him questions differently . . . ask him questions several times . . . help him understand . . . give him vocabulary . . . spend more time with him to be successful . . . Teachers need to be cognizant of the fact . . . school leaders need to know where their kids are in order to help the staff facilitate their learning.

Participant C, a Tier III leader, made clear ("you need to help him . . . scaffold things . . . ask him questions differently . . . ask him questions several times . . . help him understand . . . give him vocabulary . . . spend more time with him to be successful") the expectations of how teachers need to differentiate their teaching for ELLs and what the instructional delivery needs to consider. Clearly, leaders' explicitness with regard to instructional deficiencies highlights Proposition 227's agenda to focus solely on English learning. Nevertheless, the

leader's approach aimed at providing support and guidance between student and teacher. Are there options for leaders to attempt developing what success for ELLs includes other than demonstrating progress in learning English?

All levels of tiered leadership considered monitoring ELLs critically important. However, alignment across tiers of leadership with regard to a synchronized and focused approach to monitoring were not overwhelmingly evident. Tiers of leadership addressing irregular monitoring of instructional practices need to define monitoring expectations among Tier III leaders. Tier III leaders explicitly focused on a monitoring approach inclusive of various indicators to support and strategically aim instruction for ELLs. Because Proposition 227's policy solely focused on learning English, it continued to promote a narrowed curriculum and limit ways ELLs could demonstrate academic progress in more than one language. Lack of explicit language in implementing Proposition 227 law in schools included absence of monitoring guidelines. It is unclear whether monitoring instructional practices was aimed at altering services or whether it asserted English learning as the only agenda for schools to follow? Nevertheless a sporadic focus and inconsistent approaches to monitoring coupled with misleading measures creates an inequity of access to appropriate support for ELLs.

Acquiring Language Is Challenged by English-only Ideology

School communities focusing efforts on this population of students have included progress and achievement markers through the K12 system. Education for ELLs has changed with Proposition 227 demands and expectations placed on

leaders. Leadership perceptions of ELLs' successful outcomes has been attributed to their role in assisting ELLs reach English proficiency. However, misalignment in expectations set across tiers of leadership on a vision for ELLs revealed interruptions in communication and confused messages on support structures for ELLs acquiring language. Here, a Tier III leader's perspective described expectations about ELLs' success met with frustrated experiences.

Participant C, a school principal, explained further:

I've been . . . meetings where the board has told . . . site administrators . . . want the kids to learn English as quickly as possible, not understanding process of learning another language . . . the time it takes to become literate . . . you get these kids in English as quickly as you can . . . the board would do away with any type of bilingual education . . . there would be some backlash from the community . . . us principals don't even bother anymore to tell them about the progression . . . it seems like if falls on deaf ears . . . do you know it takes six to eight years to really learn a language . . . become fluent . . . to be literate . . . they give you lip service . . . you guys are great . . . you can do it in less years . . . it's not really a compliment . . . we're actually being told . . . need to move these kids fast, period.

Participant C voiced disapproval of Tier I leadership's expectations about ELLs process in becoming proficient with such statements as "board has told . . . site administrators . . . want the kids to learn English as quickly as possible, not understanding process of learning another language . . . the time it takes to

become literate." Again, Proposition 227's push for English-only education appeared as an advocate for Anglo-American identity with no regard to ELLs' funds of knowledge in language or use of language resources. The Tier III leader also described an interruption in communication among levels of leadership ("principals don't even bother anymore to tell them about the progression . . . it seems like it falls on deaf ears") as mandates from Proposition 227 govern ELLs' program options. Again, this revealed a need for a better alignment among the tiers of leadership's structure that understood second-language acquisition.

Findings found collaboration absent among tiers of leadership, as Participant C put it, "they give you lip service . . . you guys are great . . . you can do it in less years . . . it's not really a compliment . . . we're actually being told . . . need to move these kids fast, period" without involving or soliciting input from all leaders on unified agreements in supporting ELLs to reach milestone markers of language acquisition.

While ELLs' second-language milestones are to be celebrated, funds of knowledge from ELLs' language resources are to be acknowledged since they support and facilitate the transference of skills to a new language. As described by Gutierrez et al. (2002), students were unable to access their linguistic knowledge since use of their primary language was unavailable, thereby restraining literacy practices responsible in making meaning of their learning. Opportunities for ELLs to demonstrate their learning should not be restricted to one language; rather, they should be optimized moments of understandings to be shared.

Academic success with learning English represents milestones in acquiring a second language for ELLs. Leaders recognized reaching achievement goals favorably in appropriately addressing ELLs' needs. Participant D, a Tier III leader, further elaborated visible indicators of ELLs' success in acquiring English:

So I . . . want them to constantly be on the move with their academics . . . progress is being made with fluency . . . comprehension . . . better writing skills . . . use of . . . academic language, better sentence structures . . . constant improvement . . . giving them the desire to improve . . . we can push and push . . . along with . . . motivate them . . . help them . . . try hard . . . push to be the best . . . we . . . have . . . motivational themes.

Participant D's perception about the difficulties ELLs experience ("constant improvement . . . giving them the desire to improve . . . we can push and push . . . along with . . . motivate them . . . help them . . . try hard") recognized and addressed the motivational support needed so that ELLs continue to move forward in their academics. The Tier III leader described English proficiency expectations ("want them to constantly be on the move with their academics") aligned to the Proposition 227 push to learn English as quickly as possible. However, Proposition 227 law demanded ELLs acquire a second language and omitted implementation guidelines on the necessary support for the learner. Proposition 227's intent for ELLs to learn English as quickly as possible did not make clear support services for ELLs. Valdés (2001) points out that acquiring a

second language differs because the learner uses primary language resources, observations, and language connections to process the structure of a second language. Although Proposition 227 implementation in schools did not explicitly encourage use of primary language resources as a support in transference of skills, it is of benefit to ELLs. What language resources produce the greatest impact for ELLs?

In recent studies, teachers of ELLs have described administrators as supportive in tackling ELL issues that address curriculum and academic language as well as create structures for more teacher collaboration (Brooks et al., 2010). Significantly, participants' attempts at helping ELLs succeed moved beyond one indicator; this demonstrated how the role of leaders' continued to shift with a greater depth of support for teachers. Could lack of motivation be the result of constant attempts to meet English-only goals without using students' first-language resources?

Up to now, findings linked for ELLs' academic success that sought to enact Proposition 227 included demands and expectations placed on leaders, a misalignment of expectations across tiers of leadership, and milestones of success for ELLs largely recognized in acquiring the English language. Finally, findings attributed ELLs' being bilingual as a milestone of success in acquiring a language.

Another way participants identified ELLs' milestones of acquiring a second language while meeting Proposition 227 demands was the use of students' primary language. Most participants' perceived being bilingual was a marker of

success, thriving to survive amidst an English-only movement. From a Tier I leader's perspective, ELLs' language resource is a valuable asset that goes unrecognized. Participant B, a board member, expressed this perspective further:

They're saying English only . . . not recognizing the value . . . globally language attainment is recognized as a global value and asset . . . in America—we're supposed to be such a progressive nation—we hinder the ability for children to practice, and we don't create an environment that nurtures the attainment of multiple languages? . . . we're not consistent with our policies and legislation . . . it has no place in education. We want to nurture multiple languages . . . not just a tolerance of other races but an understanding . . . value for what other cultures bring to our culture in America . . . to our life experience . . . to what it can bring to our communities.

Participant B explicitly challenged educational practices (“in America—we're supposed to be such a progressive nation—we hinder the ability for children to practice, and we don't create an environment that nurtures the attainment of multiple languages?”) and confronted practices that banned ELLs' use of primary language and conflicted with ideals about American culture. Proposition 227's narrowness of language acquisition disadvantages ELLs from immediate participation in academics with use of their primary language resources. Such practices impact language identities in ways that keep ELLs from appropriate access to skills and knowledge about their own heritage. The Tier I leader argued that “value for what other cultures bring to our culture in

America . . . to our life experience . . . to what it can bring to our communities” needs to be embraced and validated as a resource ELLs can finally share in schools.

Participant I, a Tier III leader, considered ELLs’ primary language to be an asset for their identity and appreciation of families culture. The school principal defined success below:

Reaching academic success would be graduating for an English learner, being able to graduate from high school with a seal of bi-literacy, with their seal on their diploma and being able to continue to higher education, being able to use their, their skills, their knowledge, their bi-literacy skills in whatever profession they want to go into. Success would be that they feel proud of who they are and proud of their heritage, and their accomplishment.

In Participant I’s understanding that “Reaching academic success would be graduating for an English learner, being able to graduate from high school with a seal of bi-literacy” supported a choice for ELLs to develop their primary language without any impact on their capacity to learn English. According to the literature, ELLs’ opportunity to be instructed in their primary language has been beneficial with vocabulary knowledge, validation of culture, and interactions with teachers (Valdés, 2001). Participant I asserted that “Success would be that they feel proud of who they are and proud of their heritage, and their accomplishments.” ELLs recognized with the seal of biliteracy established an opportunity for students to learn their home language and validated their home

culture. The leader's position sheds light on Proposition 227's forbidden practices with the use of primary language in schools; yet, the leader recognized students' primary language as an asset and lifelong resource. Although efforts to validate ELLs' primary language were found, breakdown of communication and conflicting messages about language development across tiers of leadership continued to surface. Participant A, a Tier III school principal, explained further:

It makes it difficult at the school level . . . because I don't think there is a clear direction from our district as to what the expectations are for our children . . . we have the Certificate of Biliteracy in the high school . . . it's exactly where we need to be headed . . . I don't think that we are supporting that seal in the lower elementary because our programs aren't run with fidelity and . . . it's just kind of hodgepodge.

Participant A's statement "I don't think there is a clear direction from our district as to what the expectations are for our children" makes clear that misalignment across the tiers may be due to a lack of communication on a vision and plan for ELLs. Participant A, while supportive ("it's exactly where we need to be headed . . . I don't think that we are supporting that seal in the lower elementary"), described a lack of support structures for bilingual education and no clear vision being communicated from higher levels of leadership on how the seal of biliteracy is fostered at the elementary level. Participant A also noted that "our programs aren't run with fidelity . . . it's just kind of hodgepodge," describing current inequities of academic support for ELLs resulting in a lack of access to services. This reveals a need for better alignment among leaders on monitoring

of instructional practices linked to a system that involves all tiers of leadership and understanding of what is needed when acquiring a language. How are tiers of leadership responding to current language learning inequities for ELLs?

While tiers of leadership recognized bilingual education as an asset, there are findings that point to challenges and misalignment across the tiers of leadership on opposing practices as barriers preventing ELLs from exercising the choice of a bilingual education. Beginning from the Tier I level of leadership, Participant B expressed the following:

English language learners . . . instead of nurturing that skill . . . display the sense of pride . . . we create biases that make these children feel less . . . we refer to them as the reason our test scores are low or the reason the classroom isn't moving forward . . . I've heard teacher's say, oh, we have too many . . . English language learners who are challenged . . . by our curriculum . . . our cookie cutter education . . . policies . . . mistaken for special ed students because we don't . . . understand what they're not getting and why they're not getting it . . . understanding that child and what experience they come with.

Here, Participant B, a Tier I leader, said "we create biases that make these children feel less . . . we refer to them as the reason our test scores are low or the reason the classroom isn't moving forward," describing the negative stereotypes ELLs are confronted with while use of their primary language is restricted. Responsibility is placed on educators ("we don't . . . understand what they're not getting and why they're not getting it"), making them accountable to

assist ELLs with appropriate support and strategies so access to academic milestones are overcome. However, it is unclear whether systems have been established in an effort to bring alignment across tiers of leadership. Through a Tier III lens, indications on how ELLs' test score results are critiqued signal unaccommodating services unsupportive of educational options for ELLs at various levels of acquiring language.

Contradictory and inconsistent messaging across the tiers of leadership highlight questionable decisions about ELLs' academic choices. From a Tier II leadership perspective, Participant G, a district leader, described such inconsistencies:

We had a site who . . . wanted their . . . dual language program to gain significance and credibility in this district . . . will support the English learner . . . also support the English speaker . . . it's forced some board members . . . two . . . three years ago told me, really? You really believe in bilingual education . . . oh, I've always supported it . . . it's been interesting . . . see how that sort of support all of a sudden was there, right. . . ? You use it as a momentum piece to . . . work with . . . the dual language program, but also to give . . . back credibility to the primary language programs and really focus on making them be what they need to be.

Findings revealed how one district leader must cope with changes with regards to support services: "it's been interesting . . . see how that sort of support all of a sudden was there, right. . . ? You use it as a momentum piece to

... work with ... the dual language program, but also to give ... back credibility to the primary language programs." Challenged to align sites with consistent, appropriate services for ELLs, Participant G suggests "it's forced some board members ... two ... three years ago told me, really? You really believe in bilingual education ... oh, I've always supported it," reflecting conflicted messages over time that affect how ELLs' support services may be inconsistently implemented in schools. Tiers of leadership must cohesively carry out a unified message in support of language resources and academic options for ELLs, such as a dual language program.

Findings from the perspective of Participant I, a Tier II leader, also surfaced at a site level. Participant I revealed concerns about the way ELLs' educational options have been neglected at the expense of implementing Proposition 227:

I see firsthand how students lose ... their primary language and it saddens me that we're not supporting ... primary language ... providing ... opportunities for them to develop not only in English because ... that's a non-negotiable item. We know ... they have to acquire English ... be able to speak, read and write it to a high level to be successful. But success can also mean you do the same with your primary language ... we can provide the best programs ... in settings where only English is spoken ... I think true success is when you are able to speak ... your primary language to that same high level.

The school principal is aware that “students lose . . . their primary language, and it saddens me that we’re not supporting . . . primary language,” because district practices do not favor ELLs’ use of their language resource. Practices are a systemic issue with Proposition 227’s attempts to extinguish minority languages and legitimize English only as the American identity.

Findings centered on ELLs’ academic markers as implementation for Proposition 227’s set demands in acquiring the English language that attributed success markers that resulted in ELLs reaching language milestones through the K-12 system. Findings identified included the fact that (a) expectations were placed on leaders about assisting ELLs’ acquiring language with a misalignment of expectations across tiers of leadership, (b) success was only recognized for ELLs when progress was made in English, (c) being bilingual was a marker of success and a misalignment of opposing practices as ELLs’ exercise the choice of a bilingual or dual language education, and (d) uses of ELLs’ language resources were not tapped into.

Proposition 227’s movement for English only appeared to advocate for contradictory and inconsistent messaging across tiers of leadership. Such practices authenticate questionable decisions and allude to current inequities of academic support for ELLs across California’s public schools. Leadership governance and the role of leaders must extend farther than English proficiency and graduation and extend to reach ways to access equitable and appropriate resources for ELLs. How can tiers of leadership take ownership of ELLs’ achievements while they grow linguistically?

Third Research Question

How does educational leaders' implementation of Proposition 227 reflect best practices of teaching English learners? Through an analysis of the data, two findings surfaced for the third research question:

1. Practices relating to oral language development and use of academic language considered assurances to meet Proposition 227's goal of learning English rapidly.
2. Professional development coupled with review of ELLs data contribute to a climate of best practices.

Practices Relating to Oral Language Development

The findings for the third research question were based on nine participant interviews and school district's public documents. Data from each source was analyzed to report on results. Findings from participants' interviews reflected the use of thick descriptions. Also, the perspective of the tiered levels of leadership further informed about leaders' alignment as it related to best practices for ELLs in the implementation of Proposition 227. Leaders' positions included participants from Tier I leadership, board members, followed by Tier II leadership from district offices, and Tier III leadership at the school site level. A CRT view examined leaders' perceptions and beliefs as Proposition 227 guided leaders to implement best practices while helping ELLs develop English proficiency and meet required assessment measures.

Most participants in the study explicitly discussed oral language practices as an area of focus in their support of ELLs. Directing best practices for ELLs

centered on coordinated efforts and focus among the tier levels of leadership on supporting classroom instruction. From a Tier I perspective, specifics about instructional practices were trusted to other tiers of leadership; nevertheless, decisions about policies regarding ELLs were acknowledged. For example, Participant F, a Tier I leader, expressed the following:

My philosophy as a board member is not to be a micromanager . . . to trust those that work under the Board of Education beginning with the organizational leadership structure . . . with reference to the English language learner that falls under the Department of Instruction and Curriculum . . . I need to trust they're the ones that are the true experts in it. My role as a board member is more of policy and not necessarily . . . mingle in the implementation of it . . . to tell you exactly what role the administrator plays, what role the teacher plays, I'm not the day-to-day expert in that.

The findings revealed the Tier I leader's perception on the degree of involvement with ELLs' instructional practices. Participant F asserted a degree of dependability on Tier II leaders' expertise with addressing ELLs: "with reference to the English language learner that falls under the Department of Instruction and Curriculum . . . I need to trust they're the ones that are the true experts in it." However, Participant F makes clear his understanding that policy does not attend to the explicitness necessary in the implementation process that is then translated to schools when he says "my role as a board member is more of policy and not necessarily . . . mingle in the implementation of it."

Still Tier II leaders would argue setting policy contributed to the implementation of Proposition 227's best teaching practices which directly impacted the teaching of ELLs. Here Participant G, a district leader, described how decisions with regard to ELLs specifically are handled within Tier II leaders:

The way our district operates you have a group of people who are largely responsible for making decisions . . . so division heads are there to advise the superintendents . . . if an issue comes up regarding . . . English learners . . . there's going to be a discussion . . . there are various frames of reference that sit in that decision-making body . . . for the most part . . . people don't understand current research as it relates to English learners and what needs to happen . . . so you can have a discussion . . . you will have people who will disagree.

Participant G made clear the process that is followed when decisions about ELLs are considered. A lack of understanding with regards to the ELLs population ("for the most part . . . people don't understand current research as it relates to English learners and what needs to happen . . . so you can have a discussion . . . you will have people who will disagree") may lead to misguided policies for ELLs in schools. Also, inconsistency in how tiers of leadership determine options for ELLs can lead to an array of instructional practices that lack a unified vision for ELLs and inadequate services. Tier I level of leadership depends on Tier II direction. However, within the Tier II level of leadership understandings about ELLs were determined by individuals' knowledge rather than a cohesive vision shared by Tier I and II leaders. Tier III leaders' input and

perspective about best teaching practices related to how implementation of policies that are working for ELLs have not been included. This reveals a disconnect in alignment of practices for ELLs.

Data demonstrated participants' consciousness about prioritizing language needs of those learning a new language. Tier III level of leadership pointed out the importance of language support in the primary language. Participant I, a school principal, asserted the following:

As a leader now . . . I still believe that it's important to develop their primary language . . . at the same time provide English language development . . . we have to structure . . . our days, our time for our English language learners to . . . have that time to practice . . . practice is the key for them . . . to develop it.

Here, Participant I, a Tier III leader, purposefully explained that "As a leader now . . . I still believe that it's important to develop their primary language . . . at the same time provide English language development," thus challenging Proposition 227's English-only movement. Interestingly, Participant I suggested a level of nonconformity supporting primary language, given his role as an administrator. Previous findings support primary language instruction across tiers of leadership for ELLs; however, consistent messages supporting English-only instruction have dismissed focus and efforts on the bilingual education programs in the district.

Participants' explanations about the complexity in language development involved the intentional practice of language, explicit instruction on how language

works, and reexamining language development through data. Participant G's, expectation regarding the language instruction necessary for ELLs to develop is captured below:

Ensure that students have practice with academic language. It's not only orally but . . . written skills, practice academic language structures throughout the day, development of skill comes with practice and it comes with focused practice. Sometimes they're not being cognizant of asking students to respond and be accountable for the response to practice that language . . . monitoring to make sure . . . all students in the classroom are actually participating actively versus being docile in the background and not participating. You check for their understanding . . . understand what they still need to develop . . . second language because we've allowed kids just to sit in the background, and it's not happening.

This participant expressed uncertainty about teachers' knowledge of the daily practices ELLs required in order to foster and support language development. Participant G, a Tier II leader, shared concerns ("You check for their understanding . . . understand what they still need to develop . . . second language because we've allowed kids just to sit in the background") about actively monitoring ELLs' progress and providing feedback about the next steps in acquiring language. Also, it was made clear ELLs have been allowed to be passive learners and expected not to actively engage and practice language despite increase of English proficiency. Participant G's expectations about ELLs' behaviors provoke a need to break from structures of passivity. Although Tier I

and Tier III leaders may be unaware of Tier II concerns, it alludes to the urgency of alignment in developing expectations for teachers on best practices in teaching ELLs among themselves as leaders.

Studies have shown that lack of qualified teacher placement for ELLs, minimal training given to teachers on English learner literacy, and narrowed curriculum for ELLs have resulted in a lack of opportunities for ELLs to understand how English works (Bruna, 2009; Garcia & Stritikus, 2006; Olson, 2007). Instruction for ELLs must address their language needs without compromising necessary grade-level content.

Once again, a recurring theme participants' expressed was the need for ELLs to explicitly be taught to differentiate language registers and prompted to use academic language in school. Below, a school principal describes how ELLs are coached to use academic language and given opportunities to practice.

Participant H, a Tier III leader, explains:

Here at school we're making the differentiation of academic English as opposed to language that they use when they text or when they speak to their friends . . . We really point it out to them what is acceptable and what is not acceptable at school, how they are to write in compositions. There is a forum for the different languages that they speak, even if it's all English . . . know who their audience is. . . . We're trying to help them be good public speakers so we give them a lot of opportunities to speak in front of the class, in small groups, to other classes. They do reader's theater, just

different opportunities to have various audiences in using their English from a very young age.

In the above segment, the school principal expresses how ELLs need explicit exercises (“Here at school we’re making the differentiation of academic English as opposed to language that they use when they text or when they speak to their friends”) aimed at developing their knowledge to practice language in authentic ways. Still, Participant H made certain (“There is a forum for the different languages that they speak, even if it’s all English . . . know who their audience is”) that ELLs understood the norms established around the language registers acceptable in schools. Here, Tier III leaders explicitly identify practices aimed at teaching ELLs; whereas, Tier I and Tier II leaders may not have the opportunity to actively work with teachers of ELLs but can build understanding to support policies necessary to address the instruction of ELLs in the classroom.

Similarly, school leaders engaged staff in targeting support for specific ELLs as a joint effort to seek methods that lead to positive results. Participant I, a school principal, described the school’s process after reviewing student data:

We started looking at what areas they were needing help with and found that oral language development vocabulary was an area that we felt we needed to provide more opportunity for practice. So we had an instructional assistant on our campus . . . we had her work with those students. We focused on providing a setting for students. Kids were interacting with each other. It wasn’t so much paper and pencil type stuff . . . they did have opportunity to use the language and practice it.

In the above segment, Participant I, a Tier III leader, involved others by allowing them to be part of the conversation on what can be done for students not demonstrating progress. It's important to note the participant's reflective lens: "We focused on providing a setting for students. Kids were interacting with each other. It wasn't so much paper and pencil type stuff . . . they did have opportunity to use the language and practice it." This challenged paper and pencil and set authentic practices for the learner. While it is important to involve staff in looking at data, it is particularly important for leaders to lead in creating change.

The literature discussed principals as pivotal in establishing structures of collaboration that can care and oversee services for ELLs yet simultaneously build knowledge on how school decisions impact ELLs achievement (Brooks et al., 2010; Lucas, 2000). Tiered levels of leadership working as a cohesive group can contribute in setting best teaching practices and policies that follow and support students as they become more fluent with the English language. Do tiers of leadership working on Proposition 227 mandates about learning English and collaborating on policy benefit and inform leaders' approach in schools?

Leaders acknowledged working with staff in different ways to establish awareness of integrating purposeful practices for ELLs through the target language. Expectations about ELLs' participation in classrooms need to be shared and explored by leaders as they set policy contributing to the implementation of Proposition 227's best teaching practices that directly impact how teachers teach ELLs. Results from the first finding included participants' focus on markers of oral language and the need for ELLs to explicitly be taught to

differentiate language registers and use of academic language in order to meet Proposition 227's goal of learning English rapidly. Tiered levels of leadership understanding about ELLs' best practices was determined by individuals' knowledge rather than by a cohesive vision shared by all leaders.

Understandings about best practices for ELLs among leaders found gaps with ELL policies and implementation in schools that may likely lead to equity issues affecting ELLs at a classroom level. What are the unintended consequences for ELLs when tiers of leadership lack understanding on how policy and implementation of practices are misaligned?

Professional Development Coupled with Review of ELL Data

Participants acknowledged that professional learning has helped with building understanding of effective instructional practices along with interpreting ELLs' student achievement results. ELL data and what teachers have received through professional development are the tools balancing a policy enforced by voters and not educators. Participant G, a Tier II leader, pointed out professional development created a process to help monitor ELLs' development of English language acquisition:

Well number one . . . providing training for administrators and their support team . . . the district site leadership team and people . . . coming in to support staff with their understanding of how to look at data, make decisions, and go through the cycle to monitor progress. . . . We can use that model to monitor practices in the classroom.

Here, Participant G prioritized building knowledge as a first step in guiding decisions about instruction. Learning involves a process rather than a one-time occurrence. Participant G pointed out, “We can use that model to monitor practices in the classroom,” thus connecting Tier III leaders’ role in sustaining and building capacity with monitoring classroom practices. Studies have recommended opportunities for teachers to have open dialogue about English learner literacy prompted by a reflection of their own teaching methodologies (Bruna, 2009). Teachers must seek how to be reflective about their teaching while working to offset the disadvantages ELLs faced by setting appropriate learning goals. Would professional learning counteract sufficiently the disadvantages experienced by ELLs?

At the same time, a Tier II leader revealed challenges with a timely communication system in seeking out Tier I leaders’ support for professional development and practices to be fully implemented for ELLs. Participant G, district administrator, explained further:

So you can on one hand develop a policy and understanding . . . professional development that permeates with the philosophy . . . the type of program . . . research we’re working with but . . . if you don’t have others . . . understanding on the very top, it . . . slows down the decision and policies that need to be made in the district.

As Participant G explained, “if you don’t have others . . . understanding on the very top, it . . . slows down the decision and policies that need to be made in the district,” referencing a lack of communication system among the tiers of

leadership that would channel efforts to implement professional learning and practices as soon as possible. Lack of alignment among the tiers of leadership resulted in policy delays that contributed to inconsistencies with practices and programs and lead to inequity in services and a disparity in accessing content for ELLs.

Also implicated were leaders committed to see through a pedagogy bounded to the Proposition 227 mantra of English first. Professional learning's sole focus was proficiency in the English language. Interviewers explained expectations on how professional development needs to be transferred into the classroom and remain an ongoing effort that is revisited by the leaders of the school. One district administrator, a Tier II leader, commented on professional development:

We had here in our district some wonderful professional learning with our administrators with academic language development . . . not just with our principals but instructional leaders at the school with tools . . . There's a lot of instructional practices that I think we've done really well in our district in providing that professional learning for our teachers and now it's that monitoring part. Are they using those tools that we've taught them?

Here, Participant E, a Tier II leader, shared uncertainties ("now it's that monitoring part. Are they using those tools that we've taught them?") about a lack of systems in place to ensure professional development is monitored. This indicated Tier II and Tier III leaders lacked a structure that would facilitate conversations about monitoring classroom practices. Stufft and Brogadir (2010)

emphasized the need to establish financial resources to conduct ongoing professional learning, allowing staff participation for planning and reflections on their practice. A monitoring system that informed the tiers of leadership on implementation practices in the classrooms could provide indicators making a difference for ELLs. Do such uncertainties point to the lack of a comprehensive approach by Proposition 227 as ELLs journey through the grades?

Professional development aligned to data results shifted how school staff responded to and collaborated with one another. Participants noted that the district actively engaged leaders in conversations about student data that linked professional development models. Participant I, a Tier III leader, detailed:

The district provides us with that data to look at. The district also provides us with sometimes graphs and things to show . . . by school site which levels, which schools are showing growth with their English learners I think we get a lot of professional development. We get a lot of information about our students . . . I think there is a disconnect in terms of someone coming to us and saying . . . let's look at your data and let's look at your program.

This segment provided evidence on the attempts made by district leadership to focus on ELLs. Participant I, a Tier III leader, referred to the "disconnect in terms of someone coming to us and saying . . . let's look at your data and let's look at your program" as an inherent problem in assessing professional development impact on schools' staff and students through further evaluation of programs. The Tier III leader makes clear a lack of alignment on

how district's provide support to sites versus what sites need from Tier II leaders in order to adequately monitor ELL programs. Participant I's use of the word "disconnect" describes a lack of alignment among the tiers of leadership on practices, programs, and services for ELLs. Leaders of schools must continue to engage staff following professional learning in order to create shifts and work toward developing an equitable system for ELLs in schools (Lucas, 2000). This points to the links necessary between professional learning, student outcomes, and monitoring that must parallel a district's vision of ELLs among all tiers of leadership. How are schools being guided so that channeled support makes a difference for ELLs?

Some participants noted a need to advocate for professional learning for parents beyond meeting policy requirements. Below, a district leader described professional learning needs for parents:

A vehicle to work with parents . . . there needs to be more of a neutral zone where parents can come . . . we encourage our parents to come and learn about the system absent to having to follow rules . . . compliance . . . that it's approached as advocacy for the parents because . . . there are many parents in this district that need to have someone advocate for them.

Interestingly, Participant G, a Tier II leader, revealed "it's approached as advocacy for the parents because . . . there are many parents in this district that need to have someone advocate for them" as a reflecting need for parents who may not have all the information about ELLs. However, Participant G was not

clear on who would be identified as advocate and whether other tiers of leadership shared the same perspective. Current research suggested leaders who failed to establish lines of communication with parents might not understand ELLs 'difficulties that have resulted in disconnected decisions with families (Brooks et al., 2010). Support described by participants proposed the need for schools to develop a culture of learning in order to help parents bridge classroom practice into the home. Did Proposition 227 leave behind a parent gap when the goal of learning English did not consider contributions from ELLs' parents?

Similarly, participants emphasized parent education was needed in schools as a practice to help build knowledge on topics of education. One Tier III school leader explained the following in regards to parent education:

I think . . . one of the critical things is educating our parents, helping them understand that, . . . we have your children from 8:00 to 2:00 but this is what we need you to do when they leave from us . . . creating that sense of change with parents and having them better understand what they need to do at home, how they can help at home.

Participant A, a Tier III leader, emphasized "creating that sense of change with parents and having them better understand what they need to do at home," which would involve helping parents identify themselves as teachers at home. Parents are likely to assist by supporting the learning of the classroom when their contribution is valued and encouraged. Tier II leaders seek advocates for parents while Tier III leaders' focus is on continued parent education; both sought out

support for ELLs. From a Tier I perspective, Participant F described the challenges parents face with Proposition 227:

The parents are entrusting us the educator to know what's best for the most part-what's best for their kids and when you bring a proposition like Prop 227 you know you create a debate in terms of which way to go, do we go right, do we go left, you know. All it does is it brings confusion and then guess what it brings confusion then you're going to get confused results.

Participant F, a Tier I leader, makes clear "parents are entrusting us the educator to know what's best for the most part-what's best for their kids." This establishes parents need to be guided with Proposition 227 vagueness on how ELLs' language needs will be met. Participant F also acknowledged that "you're going to get confused results," referencing the impact Proposition 227 has had on parents about choices and services for their ELLs with responsibility placed on district and school leadership to untangle misunderstandings. Tiers of leadership must work together to minimize confusion and send the same messaging so that parents and the community understand the district's role in implementing Proposition 227 goals. What deficiencies are evident as Proposition 227 manifested in schools with high numbers of ELLs?

Professional learning and data on student progress are combined elements contributing to seeking ways of addressing gaps in education faced by ELLs. Overall, participants described professional learning, coupled with reexamining student data, as necessary practices in order for ELLs to be

supported in learning English. However, consistent measures on how teachers, and parents of ELLs can develop rolls that implement such practices will take intentional planning on part of leaders. The findings make clear that the tiers of leadership must seek alignment to establish structures of communication that inform monitoring practices, implementation of professional development, and education for parents. A district vision for ELLs will support the work at every level of tier leadership by providing access to services and practices in an equitable way.

Chapter Summary

This chapter reviewed the findings from the data gathered from each of the research questions. First, findings focused on understanding how leaders collaborated to address the needs of ELLs in schools. Through a tiered leadership lens, alignment practices of leaders was discussed. Participants' perceptions about Proposition 227 implementation practices and their relationship to acquiring language were examined from a CRT perspective. The data used included thick descriptions, participant questionnaires, public documents, and connections to the literature.

In the next chapter interpretations and implications for policy and practice will be shared along with recommendations based on the study's findings.

Chapter 5 concludes with a summary of the dissertation.

CHAPTER 5

DISCUSSION

In American public schools, the role of leaders has continued evolving as ELL issues extend farther than simple English proficiency. The purpose of this study was to address the effect Proposition 227 has had on school leaders' capacity to support the needs of ELLs while implementing markers of academic gains exclusively in English. The study's leadership indicators recognized that there is a gap in the literature researching the effects that Proposition 227 has had on leaders' roles in responding to ELLs needs. This inattention to examining how leadership supports ELLs in schools compelled research into this issue in the MUSD. This study described, through a tiered leadership lens, leaders' responsiveness and alignment in establishing systems of support for ELLs while complying with the impact Proposition 227 educational policies have had on meeting the needs of ELLs. The research questions this study investigated were:

1. What are the perceptions of educational leaders in respect to the needs of English language learners?
2. How do educational leaders enact Proposition 227 as it relates to English proficiency and academic success for English learners?
3. How does educational leaders' implementation of Proposition 227 reflect best practices of teaching English learners?

The research methodology for this study was a qualitative multiple case study that embedded critical race theory as its theoretical foundation. From a CRT perspective, key findings reflected school leaders' perspectives of Proposition 227 implementation and shed light on the educational imbalances that continue to sustain the inequities of a hidden racial agenda rooted in upholding an English-only education supported by Proposition 227. Policies like Proposition 227 cloud the needs of English learners with campaigns that promote English-only education as the avenue leading to success and places accountability measures on leaders without their input.

Interpretations

This section addresses this study's major findings through a summary of each of the research questions and will highlight some of the strengths and limitations in the findings. The study's interpretations will also include connections to the literature discussed in Chapter 2, specifically how this study's findings are similar to those of other studies.

Summary of Findings for the First Research Question

The first research question asks what the perceptions are of educational leaders in respect to the needs of English language learners. Data addressing the first research question on the perceptions of educational leaders in respect to the needs of ELLs were further evaluated through the literature. Brooks et al. (2010) documented key indicators of support in addressing ELLs' needs that included shared instructional leadership, shared responsibilities among educators for supporting ELLs, school partnerships with parents, and

implementation of research-based instructional practices. Key indicators were used to assess findings from the data. An A rating was used to denote traces of indicators existing in significance across all tiers of leadership and within tiers focused on addressing and meeting the needs of ELLs in a unified way. An overall evaluation of a B rating suggested indicators were present to some extent among most Tiers of leadership but not consistently present across all tiers. A C rating suggested the findings consisted of disagreeing threads of data and a lack of present practices among tiers of leadership.

Alignment among leaders' perspectives on the support offered to ELLs was further explained through a tiered perspective. This unique approach beyond a one-leaders len represents the interconnectedness of tiered leaders' perspectives influence on the practices and systems established to address and support ELLs from various levels of leadership. Organization of the data from a tiered perspective connects and sustains Brooks et al.'s (2010) key indicators of ELL support. Table 1 below captured the data between different levels of leadership and reveals the alignment present across tiers of leadership. Table 1 illustrates an overall evaluation of the data related to Question 1 as compared with research indicators as described by Brooks et al. (2010).

Table 1

Question 1: Alignment Indicators of Support in Addressing ELLs Needs

<i>Research indicators</i>	<i>Tiers of leadership</i>	<i>Overall evaluation</i>
<i>Shared instructional leadership</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>C rating</i>
<i>All educators are responsible for supporting ELLs</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>Partnerships with parents</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>Implementation of research-based instructional practices</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>

Findings from the data in relation to the first indicator, shared instructional leadership, resulted in an overall evaluation rating of a C. Rating results were due to a lack of a cohesive vision and systems of support for ELLs across and within tier levels of leadership. Data suggested inconsistencies with leaders perceptions in addressing ELLs needs between Tier I and Tier II leaders. Such misalignment among leaders could not ensure equitable support at all sites. Tier III leaders were unclear about a specific focus for ELLs and support provided by Tier II district leaders. This indicates a need to evaluate further and create systems that would unify a vision in supporting ELLs needs with the input from all levels of leadership. Leading from a unified vision incites responsive systems to meet ELLs' needs.

In relation to the second key indicator, all educators are responsible for supporting ELLs, the overall rating of the data was a B. Specifically, Tier I, Tier II and Tier III leaders were unable to determine a communication structure of collaboration with regards to supporting the instructional initiatives or monitoring practices for ELLs with a focused direction. In addition, implementation of Proposition 227 policies at a district and site level met challenges by Tier II and Tier III leadership with understanding and translating consistent supporting practices across all school sites. It was unclear among tiers of leadership how coordinated implementation for Proposition 227 occurred. Such lack of accountability in terms of communication structures in supporting ELLs among all levels of leadership determined a B rating.

For the third indicator, partnerships with parents, the findings suggested a B rating, given the varied approaches among all Tiers of leadership with regard to parents' role in supporting ELLs. Parents' as partners was not emphasized in the data, but rather working with parents centered on providing information, and guidance led much of the approach on behalf of leaders. It was unclear whether parents were provided with communication channels through which to share their input or given a role as contributors in meeting ELLs' needs. Tier II leaders' messages for Tier III leaders involving parents were not in sync with Tier III leaders' demands placed on parents. This points to the importance of leaders' reexamining their role and seeking alignment in order to ensure ELLs have equitable access to services and support systems. Leaders' responses involve and validate parents' contributions as a source of support for ELLs.

The last indicator, implementation of research-based instructional practices, was evidenced in this studies data. An overall evaluation rating of a B was given to assess areas that call for improvement. Proposition 227's lack of language with regard to instructional practices, services for ELLs, and information for ELLs' parents in implementing the law made it unclear for leaders. As a result, tiers of leadership conveyed a lack of direct involvement and information with other tiers on integrated approaches with ELLs' parents, instructional initiatives for ELLs, and site support on implementing Proposition 227 consistently. Implementation across tiers of leadership was not guided by a detailed plan of research-based instructional practices across all school sites. Tier III leaders shared varied approaches in trying to address ELLs' needs; however, links throughout other tiers of leadership were not overwhelmingly evident. Instructional threads necessary to sustain language acquisition for ELLs must be transparent in schools.

Summary of Findings for the Second Research Question

The second research question asks how educational leaders enact Proposition 227 as it relates to English proficiency and academic success for English learners. Findings of how leaders perceived the implementation of Proposition 227 language demands were further evaluated using Brooks et al.'s (2010) indicators of support in responding to ELLs' needs. Key research indicators were shared instructional leadership, shared responsibility among educators for supporting ELLs, partnerships with parents, and implementation of research-based instructional practices.

Again, ratings were used to evaluate findings further as it compared to research indicators present within the data. An A rating reflected key indicators present throughout all tiers of leadership, included within the tiered levels of leadership, and threaded through each of the levels as leaders interacted with levels of leadership. Indicators not consistently present would translate into a B rating. A B rating revealed data was inconsistently found throughout the tiers of leadership as well as within each tier level of leaders. Also, a B rating suggested inconsistent patterns within the findings. A C rating suggested the findings consisted of disagreeing threads of data and a lack of present practices among tiers of leadership.

Perception from each of the levels of leadership informed on the interconnectedness of practices and systems supporting ELLs' academic success and measure of English proficiency in school as outlined by Proposition 227 law. The perception from leaders' captured the implementation of practices and experiences as Proposition 227 was implemented in schools. The study's alignment among the tiers of leadership was informed by Brooks et al.'s (2010) key indicators of ELLs support. This unique approach represented a broadened perspective on how leaders' practices impacted and linked to other levels of leadership that represented misused opportunities in establishing indicators of support. Table 2 connects the study's data with key indicators of support for ELLs from the literature and charts an overall evaluation using a comparison among Brooks et al.'s (2010) key research indicators and the findings from the data related to Question 2.

Table 2

Question 2: Alignment Indicators of Support in Addressing ELLs Needs

<i>Research indicators</i>	<i>Tiers of leadership</i>	<i>Overall evaluation</i>
<i>Shared instructional leadership</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>All educators are responsible for supporting ELLs</i>	Tier I: Board Leadership, Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>Partnerships with parents</i>	Tier I: Board Leadership, Tier II: District Leadership Tier III: School Leadership	<i>C rating</i>
<i>Implementation of research-based instructional practices</i>	Tier I: Board Leadership, Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>

After reviewing the data for the second research question and linking key indicators of shared instructional leadership, an overall evaluation of a B rating was assessed. Data revealed inconsistent practices and expectations among leaders regarding Proposition 227 implementation. Data on monitoring of instructional practices throughout the tiers of leadership and among individual levels of leadership demonstrated inconsistent structures and no evidence of shared instructional leadership but rather isolated areas of focus when monitoring. Also, expectations on how monitoring exercises needed to be conducted among Tier II and Tier III leaders revealed a need for coordinated communication with a shared instructional focus. As it related to acquiring language, leaders' mismatched efforts contributed to a need for a better

alignment and consistent structures with the use of language resources and program options for ELLs. Shared instructional leadership as it related to meeting Proposition 227 demands for acquiring language met with uncoordinated efforts among Tier I, Tier II, and Tier III leaders.

Alongside indicator two, all educators are responsible for supporting ELLs, data established an overall rating of a B. An overall rating of a B was given because of the disclosed varying degrees of support data within levels of leadership and across tiers of leadership. Varying support could not establish that leaders' provided equitable support to all ELLs. Support systems across all leaders were not readily defined but leaders varying methods were implemented to meet Proposition 227 language demands. Tiers of leadership blamed one another for a lack of alignment, with no tiered level of leadership accountable to ELLs.

With key indicator partnerships with parents, tiers of leadership did not make mention of partnering with parents but rather understated parents' role as contributors to the necessary support systems for ELLs. Leaders involvement with parents related to expectations on how parents needed to support ELLs and be guided as it related to Proposition 227. Generally absent parent partnerships were established with the implementation of Proposition 227. The overall rating when it came to partnerships with parents was a C.

Implementing key indicators of research-based instructional practices correlated with the second research question data findings received an overall evaluation rating of a B. Findings consistently sustained evidence of no

structured plan to follow across tiers of leadership in implementing research-based instructional practices. Despite MUSD's Comprehensive Learning Framework plan publication in June of 2013, tiers of leadership made no mention about the intent of the document to establish organizational conversations and district structures for the purpose of continued improvement in meeting the needs of all MUSD students (MUSD, 2013). There was no uniform practice among Tier III leaders as it related to applying research-based instructional practices in schools or a shared focus among Tier I and Tier II leaders. Inconsistencies made likely a lack of equitable access to academic support for ELLs.

Summary of Findings for the Third Research Question

The third research question asked how educational leaders' implementation of Proposition 227 reflects best practices of teaching English learners. In evaluating findings from the final research question, Brooks et al. (2010) indicators were used to establish an overall rating as it related to leaders across all tiers of leadership implementation of Proposition 227. The rating scale included the following: A rating given when all indicators are evident among all tiers of leadership and within each Tier, a B rating referred to inconsistencies of evidence among tiers and across leadership platforms as it related to research indicators, and a C rating included contradictory findings or no evidence of practices within the data.

Alignment among tiers of leadership as it relates to a focused approach on the instructional practices necessary to address ELLs needs is represented through the following table. The study examined consistent practices and

involvement from each of the levels of leadership with regards to ELLs. Below, Table 3 represents Brooks et al.'s (2010) research key indicators compared to findings for Question 3 and an overall evaluation rating.

Table 3

Question 3: Alignment Indicators of Support in Addressing ELLs Needs

<i>Research indicators</i>	<i>Tiers of leadership</i>	<i>Overall evaluation</i>
<i>Shared instructional leadership</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>C rating</i>
<i>All educators are responsible for supporting ELLs</i>	Tier I: Board Leadership, Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>Partnerships with parents</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B rating</i>
<i>Implementation of research-based instructional practices</i>	Tier I: Board Leadership Tier II: District Leadership Tier III: School Leadership	<i>B+ rating</i>

Upon assessing how key indicators were present in the findings for Question 3, an overall evaluation rating was assigned. Discussion about the data for each indicator is explained further. For the first indicator, data established a level of shared instructional leadership with an overall evaluation rating of a C. This rating was assigned due to a lack of shared leadership among the tiers. Tier II and Tier III leaders made clear another level of leadership established policies and made final decisions on programs without the involvement of other tiers.

Although, Tier I leaders described Tier II and Tier III leaders as experts with implementation of best practices for ELLs, further involvement with regards to their contribution to refining policies was not evident. Data pointed to unclear messages among the tiers of leadership. Leaders were unable to define or describe that shared instructional leadership was occurring within and across tiers of leadership as it related to ELLs. Differing viewpoints contributed to affirming a C rating, as shifting and changeable practices among Tier I, Tier II, and Tier III leaders were evident.

The second indicator, that all educators are responsible for supporting ELLs, received an overall evaluation rating of a B. Data emphasized varying degrees of leaders and educators working to implement best practices in teaching ELLs. Tiers of leadership gathered data and used observation resources to capture instructional practices given to ELLs. Tier II and Tier III leaders received professional development, collaborated with teachers and parents, and established methods of support for ELLs. However, the involvement among Tier I leaders with Tier II and Tier III leaders in building support systems for ELLs wasn't overwhelmingly evident. Alignment of support across tiers of leadership unified in addressing best practices for ELLs as Proposition 227 is implemented would create an elevated level of accountability.

The third indicator, partnerships with parents, as evidenced in the data received an overall B rating. Tiers of leadership made mention of establishing connections with parents, establishing advocate sources, and communicating expectations on supporting ELLs. Yet, tiers of leadership did not make mention of

a parent plan or a system that would integrate parents as partners aimed at supporting best practices when working with ELLs.

The final indicator, implementation of research-based instructional practices, was overwhelmingly evident in the data and was given a B+ rating. Rating of an added + found consistent focus across tiers of leadership supporting ELLs to acquire English, with an emphasis on oral language, academic language, and opportunities to practice the language. Participants from all tiers of leadership agreed and emphasized instructional practices to help support the transition to academic language. Within tiers of leadership emphasis on research-based instructional practices continued to circle back to academic language. Yet, there lacked a structure or system in place across all tiers of leadership that was threaded throughout what all participants shared as it related to research-based instructional practices. This would solidify an alignment across tiers of leadership and sustain equitable access to support services for all ELLs.

Again, MUSD efforts in implementing data teams district wide supports identifying appropriate instructional practices for students, however, not overwhelmingly apparent in the data (MUSD, 2013). Leaders could not cohesively assert a uniformed practice about academic language, thereby leaving doubt and a need to work on a consistent plan throughout all tiers of leadership. Seeking a better alignment among tiers of leadership serves as the impetus for leaders to seek ways to align efforts that will make a difference in the schooling of ELLs.

Connections to the Literature

In reviewing the findings, studies from the literature presented in Chapter 2 were found to have similar results. Two studies will be discussed in connection to study's findings. To finish, the strengths and potential limitations of this study will be addressed.

As mentioned, a case study from Revilla and Asato (2002) examined three Los Angeles county public school districts and the impact of Proposition 227 over a course of a year. The findings revealed the following: (a) inconsistent practices within and among all school districts as they related to ELLs programs, information to parents, and isolated decisions were symptomatic of Proposition 227 lack of clarity; (b) hyperinterpretations of Proposition 227 resulted in a movement toward English-only instruction and a reduction of primary language instruction; and (c) English became the dominant focus over any other language in the classroom. This study's findings connect to Revilla and Asato's findings in that there are inconsistencies among tiers of leadership with regard to a unified vision and support systems for ELLs, a lack of a monitoring of ELLs services, and inconsistent instructional practices across schools. Data from this study also revealed a lack of parent outreach structure that comprehensively addresses ELLs' goals. Findings also demonstrated contradictions with policies and practices across tiers of leadership in supporting use of ELLs' primary language resources, as Revilla and Asato (2002) noted diminished bilingual education programs.

Similarly, Stuft and Brogadir's (2010) in-depth analysis of ELL models used in schools, along with characteristics of effective ELL models school leaders must consider when supporting this population of students, links to the findings of this study. Stuft and Brogadir launched their research by asking what school leaders are doing to assist ELLs. The characteristics of effective ELL models Stuft and Brogadir outlined included (a) high expectations for ELLs combined with passionate and informed instructional leaders and teachers working with ELL, (b) professional development for all staff related to ELLs that included diversity, (c) focus on immigrant parent involvement, and (d) developing a cultural and linguistic environment and appreciation for diversity.

As it relates to this study, findings capture leaders' thick descriptions of practices addressing ELLs' needs that support and cultivate an environment of high expectations. Participants from each of the tiers of leadership make an attempt to inform themselves about the ways they can address and support ELLs. Data demonstrated school leaders working with teachers to help guide and sustain high expectations for ELLs to succeed academically. Also, tiers of leadership related that professional learning opportunities have supported addressing the needs of ELLs. Although attention to ELLs' parents was overwhelmingly found in the data, the expectations about what parents involvement ought to be, support provided to them, and establishing relationships indicated leaders need to seek opportunities to establish such partnerships.

It is important to note this study's strengths and limitations as they relate to the findings. First, one of the study's strengths is the similarity found in the

data relating to the concepts embodied in the conceptual framework. Second, a CRT theoretical perspective attended to the language struggles and practices of inequities that Proposition 227 declared. One distinct limitation was the number of perspectives within the public school district. Additional data may have contributed to additional findings absent from this study's findings.

Implications

Implications of the study's findings will be interpreted further they it relate to policy, practice, theory, and future research. Findings from this study are intended to help leaders reexamine not only their roles as leaders but also how they intend to interconnect with other tiers of leadership in seeking ways to recognize the needed changes in public schools. Leadership alignment will no longer tolerate policies and practices that compromise access to an equitable education for ELLs.

Implications for Policy

Implications for policy from this study point to the necessary voices of leaders in generating further guidelines that establish systems where learners' identities and experiences about the educational challenges are addressed. Government practices to create educational policies in isolation without the experts in the educational field result in confused practices and varied interpretations as evidenced by the misalignment among tiers of leadership in implementing Proposition 227. A CRT perspective exposes policy practices such as how Proposition 227 disadvantage ELLs and impacts how leaders can provide access to an equitable education. Findings reveal tiers of leadership lack the

foresight to see beyond an ELL label by establishing structures of support and seeking alignment with local policies, vision, and appropriate services.

Implications for Practice

Findings point to implications for practice as leaders seek ways to create pathways so that ELLs have access to educational opportunities. The data demonstrated how necessary it is for leaders to move beyond the classroom and engage the school community with practices aimed at supporting ELLs. Also, findings point to how tiers of leadership must counterbalance Proposition 227's lack of guidelines and shift to alignment practices that begin to impact district leaders not only at a micro level but also at a macro level. Practices must seek ways to involve stakeholders independent of hierarchical governance.

Implications for Theory

Implications for CRT revealed threads of White dominance in this study's findings. Proposition 227's language angle positioned leaders to attend to a specific population of students' academic crisis with limited options and a lack of implementation guidelines, yet secured its hidden agenda of English-only instruction. Implications for CRT must be at the forefront in exposing the barriers educational policies such as Proposition 227 place on leaders while working in public schools where minority students and low-socioeconomic communities are challenged.

Implications for Future Research

In the review of the literature from Chapter 2, Stufft and Brogadir's (2010) in-depth analysis emphasized factors school leaders must consider when

supporting this population of students. The emphasized factors Stuftt and Brogadir outline are the following: (a) understand how the number of ELLs in the school are concentrated; (b) become familiar with ELLs cultural, economic, and home situations; and (c) strategically plan around all types of resources for ELLs, including materials, teachers and personnel with ELL training, and financial limitations. Findings from the study point to the urgency of understanding how tiers of leadership can begin to implement change informed by recent research on support practices making a difference for ELLs. Leaders need to identify themselves as the necessary initiators to engage a school community.

Recommendations

Central to the functionality of educational systems, are the perceptions of leaders roles to responding and supporting the learning of all students. Leaders can impact and contribute to recovering educational inequities with how they enact and interpret educational policies. Literatures lack of attention to the study of leadership can not assess how their role can inform the field of education. From a broader perspective, this study will inform the scholarly gap present in the literature. Based on a CRT perspective, study's findings sheds light on how Proposition 227 boldly seized ELLs language rights and privileged a White race. This study serves as a communication source to inform individuals whose role it is to lead. Study was inspired by how Tupa and McFadden (2009) that captured a community's thrive for excellence as they engaged in a web of instructional leadership. Conclusively, study's recommendations will be discussed.

Paths of Communication Among Stakeholders

This study's first recommendation is based on the following findings: misalignment across the tiers of leadership, inconsistent practices with parents, and varying services provided to ELLs students. It is clear, study recommendations point to creating woven paths of communication among the organizations' stakeholders. Findings revealed inconsistencies in support across the tiers of leadership with implementing Proposition 227. Woven paths of communication will create a necessary articulation structure that provides guidelines on implementing educational policies at every level of leadership. Guidelines will be established once input and collaboration among the tiers of leadership occurs through dialogue, consensus, and a set of indicators established at each level of leadership. Established paths of communication must be revisited annually or as needed to attend to ELLs' needs.

Globally Broaden Views of Language

The study's findings as they relate to Question 2 points to limitations placed on language resources and untapped language knowledge of ELLs. The recommendation indicates a need to work on expanding and redefining our views about language and releasing the barriers created by Proposition 227 mandates. Preparing students for the 21st century demands that public education expand to include voices of minority students that validate their culture, traditions, and identity. Organizations must seek ways to expand and create opportunities that will promote multilingualism. Opportunities developed through a tiered lens of

leadership will unify and expand support systems for ELLs and offer a system of accountability responsive to 21st century learning.

Intentional Engagement Creating Climates of Best Practices

The third recommendation is based on this study's thick descriptions of how participants sought out varied instructional practices aimed at meeting ELLs' needs. However, findings also revealed Tier III leaders' isolated leadership practices contributed to imbalances of access to services and were missed opportunities for all leaders to engage in learning from one another, from teachers, and from parents to inform their practice. The third recommendation supports intentional engagement among all stakeholders in learning how to create climates of best practices present in classrooms, school meetings, parent meetings, parent workshops, professional learning trainings, etc. Intentional engagement makes clear the learners' needs are at the forefront in the process of selecting best practices. Tiered leadership's intentional engagement will outline from each level of leadership contributions to creating a climate of best practices that respond to ELLs', parents', and school's needs in addressing ELLs instructional gaps.

Summary of the Dissertation

This dissertation examined the understandings derived from leaders' perspectives on what can and must transpire in order to meet ELLs' needs. The central problem this study addressed is the effect Proposition 227 has had on school leaders' capacity to support the needs of ELLs as they strive to reach academic standards. This is an under researched area in the literature that

cannot be omitted because leadership perspectives and experiences are vital to responding to ELLs' schooling struggles. Findings revealed the following themes: a misalignment among tiers of leadership regarding support services for ELLs that included parents, irregular monitoring of instructional practices, inconsistent use of language resources, and a focus on academic and oral language development as well as a climate of best practices that included professional development and examining ELLs data. The study's recommendations for leaders include creating a woven path of communication amongst stakeholders, extending a globally broadened view of language, and intentional engagement on creating a climate of best practices. The importance of this study is its contribution to understanding how to support ELLs' academic needs and learning how the role of leaders can help guide ELLs' years of academic schooling despite systems in education that perpetuate a lack of access to services aimed at upholding rooted inequities for marginalized groups controlled by White dominance.

REFERENCES

- Aguila, V. (2010). Schooling English learners: Contexts and challenges. In California Department of Education (Eds.), *Improving education for English learners: Research-based approaches* (pp.1-18). Sacramento: California Department of Education.
- Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school-family partnerships. *Journal of School Leadership, 20*(6), 728-757.
- Basurto, I., Wise, D., & Unruh, R. (2006). California school principals' perceptions of the effects of proposition 227. *Educational leadership and Administration, 18*, 99-108.
- Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). New York, NY: Eye on Education.
- Brooks, K., Adams, S., & Morita-Mullaney, T. (2010). Creative inclusive learning communities for all students: Transforming school principals' perspectives. *Theory Into Practice, 49*, 145-151.
- Bruna, K. (2009). Observing the cultural dialogue of English learner literacy: A standpoint perspective on an educational evaluation. *Bilingual Research Journal, 32*(2), 136-152. Retrieved from <http://dx.doi.org/10.1080/15235880903169969>
- California Department of Education. (2013a). *2011-12 Title III Accountability reports local educational agency (LEA) level data*. Retrieved from

<http://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=T3A&submit1=Submit>

California Department of Education. (2013b). School accountability report card.

Retrieved from <http://www.sarconline.org/SarcPdfs/5/19648086020689.pdf>

California Department of Education. (2014). *Program improvement*. Retrieved

from <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

Carbado, D. W. (2002). Afterword: (E) Racing education. *Equity & Excellence in Education*, 35(2), 181-195.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Crawford, J. (1999). *Bilingual education: History, politics, theory, and practice* (4th ed.) Trenton, NJ: Crane.

Cuban, L. (2004). Looking through the rearview mirror at school accountability.

In K. Sirotnik (Ed.), *Holding accountability accountable: What ought to matter in public education* (pp. 18-34). New York, NY: Teachers College, Columbia University

Darder, A. (2002). *Reinventing Paulo Freire: A pedagogy of love*. Boulder, CO: Westview Press.

Darder, A. (2004). The politics of language: An introduction. *Latino Studies*, 2, 231-236. doi: <http://dx.doi.org/10.1057/palgrave.1st.8600084>

- Darder, A., & Torres, R. D. (2009). After race: An introduction. In A. Darder, M. P. Baltodono, & R. D. Torres (Eds.), *The critical pedagogy reader* (2nd ed., pp.150-166). New York, NY: Routledge Taylor & Francis Group.
- Elmore, R. F. (2008). *School reform from the inside out: Policy, practice and performance*. Cambridge, MA: Harvard Education Press.
- Gandara, P., Maxwell-Jolly, J., Garcia, E., Asato, J., Gutierrez, K., Stritikus, T., & Curry, J. (2000). The initial impact of Proposition 227 on the instruction of English learners. *University of California Linguistic Minority Research Institute Education Policy Center* (2-39). University of California, Davis.
- Garcia, E. E., & Stritikus, T. (2006). Proposition 227 in California: Issues for the preparation of quality teachers for linguistically and culturally diverse students. In K. Téllez & H. Waxman (Eds.), *Preparing quality educators for English language learners* (pp. 45-69). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gooden, M. A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal on Research on Leadership Education*, 7(2), 237-253. doi: 10.1177/1942775112455266
- Gordon, S. P. (2012). Beyond convention, beyond critique: Toward a third way of preparing educational leaders to promote equity and social justice. *National Council of Professors of Educational Administration*, 1-24. Retrieved from <http://cnx.org/contents/9a4519c3-31a7-4871-8702-231e01bc7124@2.4/beyond-convention-beyond-critique-toward-a-third-way-of-preparing-educational-leaders-to-promote-equity-and-social-justice>

- Gutierrez, K. D., Asato, J., Santos, M., & Gotanda, N. (2002). Backlash pedagogy: Language and culture and the politics of reform. *Review of Education, Pedagogy, & Cultural Studies*, 24(4), 335-351.
- Hopkins, M., Thompson, K. D., Linqianti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA Reauthorization. *Educational Researcher*, 42(2), 101-108. doi: 10: 3102/0013189X12471426
- Kellner, D. (1989). *Critical theory, Marxism, and modernity*. Baltimore, MD: The Johns Hopkins University Press.
- Ladson-Billings, G., & Tate, W.F., IV. (2009). Toward a critical race theory of education. In A. Darder, M. P. Baltodano, & R. D. Torres (Eds.), *The critical pedagogy reader* (2nd ed. pp.167-182). New York, NY: Routledge Taylor & Francis Group.
- Lucas, T. (2000). Facilitating the transitions of secondary English language learners: Priorities for principals. *National Association of Secondary School Principals*, 84(2), 2-16. doi: 10. 1177/019263650008461901
- Marks, H. M., & Printy, S.M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397. doi: 10. 1177/0013161X03253412
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.

- Montebello Unified School District [MUSD]. (2012). *Local educational agency (LEA) plan and addendum 2008-2013*. Retrieved from <http://montebellousd-ca.schoolloop.com/file/1301751920037/1295706265378/3636580815679582364.pdf>
- Montebello Unified School District [MUSD]. (2013). *A comprehensive learning framework 2013*. Retrieved from <http://montebellousd-ca.schoolloop.com/file/1301751920037/1295706265378/4806925530773839805.pdf>
- Monzó, L. D. (2005). Latino parents' "choice" for bilingual education in an urban California school: Language politics in the aftermath of Proposition 227. *Bilingual Research Journal*, 29(2), 365-386. Retrieved from <http://dx.doi.org/10.1080/15235882.2005.10162840>
- Mora, J. K. (2002). Caught in a policy web: The impact of education reform on Latino education. *Journal of Latinos & Education*, 1(1), 29. Retrieved from <http://search.ebscohost.com.libproxy.fullerton.edu/login.aspx?direct=true&db=aph&AN=6761792&site=ehost-live&scope=site>
- Olsen, L. (2009). The role of advocacy in shaping immigrant education: A California case study. *Teachers College Record*, 111(3), 817- 850.
- Olsen, L. (2010). *Reparable harm fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together.

- Olson, K. (2007). Lost opportunities to learn: The effects of education policy on primary language instruction for English learners. *Linguistics and Education: An International Research Journal*, 18(2), 121-141.
- Palmer, D. K., & Garcia, E. E. (2000). Voices from the field: Bilingual educators speak candidly about Proposition 227. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 24(1-2), 169-178. Retrieved from <http://dx.doi.org/10.1080/15235882.2000.10162758>
- Parrish, T., Merickel, A., Perez, M., Linquanti, R., Socias, M., Spain, A., . . . Delancey, D. (2006). *Effects of the implementation of proposition 227 on the education of English learners, K-12*. Washington, D.C.: American Institutes for Research.
- Revilla, A. T., & Asato, J. (2002). The implementation of Proposition 227 in California schools: A critical analysis of the effect on teacher beliefs and classroom practices. *Equity & Excellence in Education*, 35(2), 108-18.
- Reyes, A. (2006). Reculturing principals as leaders for cultural and linguistic diversity. In K. Téllez & H. Waxman (Eds.), *Preparing quality educators for English language learners* (pp. 145-165). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sólorzano, D.G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294. doi: 10.1177/1538192705276550

- Spring, J. (2009). *American education* (14th ed.). New York, NY: McGraw-Hill Higher Education.
- Stufft, D., & Brogadir, R. (2010). Urban principals' facilitation of English language learning in public schools. *Education and Urban Society* 2011, 43(5), 560-575. doi: 10.1177/0013124510380720
- Suttmiller, E.F., & González (2006). Successful school leadership for English language learners. In K. Téllez & H. Waxman (Eds.), *Preparing quality educators for English language learners* (pp. 167-188). Mahwah, NJ: Lawrence Erlbaum Associates.
- Taylor, E. (2006). A critical race analysis of the achievement gap in the United States: Politics, reality, and hope. *Leadership and Policy in Schools*, 5(1), 71-87. doi: 10.1080/15700760500499025
- Treviño, J., Harris, M. A., & Wallace, D. (2008). Introduction to special issue: What's so critical about critical race theory? *Contemporary Justice Review*, 11(1), 7-10. doi: 10.1080/10282580701850330
- Tupa, M., & McFadden, L. (2009). Excellence is never an accident. *Phi Delta Kappan*, 90(8), 554-556.
- Unz, R., & Tuchmann, G. (1997). *English language education for children in public schools*. Retrieved November 14, 2010 from <http://www.onenation.org/fulltext.html>
- Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: NY: Teachers College Press.

- Villareal, A. (1999). Rethinking the education of English language learners: Transitional bilingual education programs. *Bilingual Research Journal: Journal of the National Association for Bilingual Education*, 23(1), 11- 46.
- Yin, R. (1989). *Case study research design and methods*. Newbury Park, CA: Sage.
- Yin, R. (2012). *Applications of case study research*. Thousand Oaks, CA: Sage.

APPENDIX A

CONSENT FORM

Informed Consent

Silvia Lezama • Phone: 562.704.0928•
E-Mail: smlezama@csu.fullerton.edu

Dear Participant:

This consent is an invitation for you to participate in a dissertation research study lead by a doctoral student from California State University, Fullerton. Study will investigate the role of leaders and English learners pathway to learning English as it relates to the implementation of Proposition 227 in a public school district.

Participation in this study should not exceed the risk of describing your experiences as a leader in working with English learners. Interviews are completely voluntary and you may withdraw at any time during the interview. Your role as a participant will include contributing to an audio-recorded interview for approximately 45 minutes. All interview recordings will be transcribed by an independent transcription service bounded by confidentiality and will not keep copies of any recordings. The researcher will destroy audio recordings once transcribed.

Ensuring your confidentiality is important to this research study. All data resulting from your interview will be kept confidential to the extent allowed by law. No identifying information shared from your interview will be included for publication or presentation. Research records will be stored for three years in a locked filing cabinet and only the researcher will have access to the collected data.

If you have any additional questions please contact the primary researcher and/or the faculty advisor for this research study:

Primary Researcher: Silvia M. Lezama
California State University, Fullerton
smlezama@csu.fullerton.edu
Voice: (562) 704-0928

Faculty advisor: Daniel Choi, Ph. D.
California State University, Fullerton
dchoi@fullerton.edu
Voice: (657) 278-3903

For further questions concerning your rights as a research subject, you may contact the Instructional Review Board (IRB) at (657) 278-7640.

I have carefully read and have had the terms used in this consent form and their significance explained to me. By signing below, I agree that I am at least 18 years of age and agree to participate in this project.

Participant's Name: _____ Signature: _____ Date: _____
(Print)

Researcher's Name: Silvia M. Lezama Signature: _____ Date: _____

APPENDIX B**PRE-INTERVIEW QUESTIONNAIRES****Pre-Interview Demographic Questionnaire
Board Member**

Please answer each of the questions below. All information gathered will be kept confidential and used as additional data to describe participant.

1. How long have you served as a Board Member? _____

2. Do you have prior experience serving as a Board Member in another district with a high concentration of English Language Learners?

3. Have you participated in professional development on English Language Learners? If so, what was your most significant learning as it relates to language development?

4. Would you consider yourself an English Language Learner, if so, please describe in a few sentences, your schooling experience?

**Pre-Interview Demographic Questionnaire
District Office Administrator**

Please answer each of the questions below. All information gathered will be kept confidential and used as additional data to describe participant.

1. How many years have you worked as a District Administrator? ____

2. Do you have prior experience in working with a high concentration of English Language Learners in another leadership capacity, if so what was your role?

3. Have you participated in professional development on English Language Learners? If so, what was your most significant learning as it relates to language development?

4. Would you describe yourself as an English Language Learner, if so, please describe in a few sentences, your schooling experience?

Pre-Interview Demographic Questionnaire Principal

Please answer each of the questions below. All information gathered will be kept confidential and used as additional data to describe participant.

1. How many years have you worked as a Principal? _____

2. Do you have prior experience in working with a high concentration of English Language Learners in another leadership capacity, if so what was your role?

3. Have you participated in professional development on English Language Learners? If so, what was your most significant learning as it relates to language development?

4. Would you consider yourself an English Language Learner at some time? If so, please describe in a couple of statements, your schooling experience?

APPENDIX C
INTERVIEW PROTOCOLS

Interview Protocol: School Leaders & English Language Learners Academic Success

Board Member

Date:
Participant:

Time:
Location:

How would you describe the education of English Language Learners?

1. In your role as a Board Member, describe what you feel is necessary in understanding the educational needs of English language learners?
2. What are some areas leaders in schools must address as it pertains to the schooling of English language learners?
3. In what ways do board policy decisions address English Language Learner needs?
4. What helped shape your approach towards English Language Learners?

Describe academic achievement for an English Language Learner?

5. As a Board Member, describe how the district and school leadership monitors the English learner population given the educational options offered to parents as a result of Proposition 227?
6. As part of the School Board of Education describe what would academic success for an English learner include?
7. What guides the Board of education when implementing educational policies that involve a minority population of students as it relates to their language abilities as outlined by Proposition 227?

What would a classroom teacher of English Language Learners need to know?

8. What instructional practices do you feel are necessary in supporting English language learners in learning English as defined by Proposition 227?

9. How does the district monitor the implementation of best instructional practices for English language learners?
10. How does the district engage parents of English language learners in supporting best practices for their child at home?

Interview Protocol: School Leaders & English Language Learners Academic Success

District Office Administrator

Date:

Time:

Participant:

Location:

How would you describe the education of English Language Learners?

1. As a district office leader, describe what are the educational needs of English language learners?
2. What are some areas leaders in schools must address as it pertains to the schooling of English Language learners?
3. How do district office leaders decision-making impact English Language Learners?
4. What helped shape your approach towards English Language Learners?

Describe academic achievement for an English Language Learner?

5. Serving in a district leadership capacity, describe how the English language learner population is monitored considering the different educational options offered to parents as a result of Proposition 227?
6. Given your role as a district office leader, describe what would academic success for an English learner include?
7. What guides district leaders when implementing educational policies that specifically address a minority population of student's language abilities as outlined by Proposition 227?

What would a classroom teacher of English Language Learners need to know?

8. What instructional practices do you feel are important in supporting English language learners in learning English?
9. How does the district monitor the implementation of best instructional practices for English language learners?
10. How does the district engage parents of English language learners in supporting best practices for their child at home?

Interview Protocol: School Leaders & English Language Learners Academic Success

Principal

Date:

Time:

Participant:

Location:

How would you describe the education of English Language Learners?

1. As a school principal, describe what the educational needs of your students population of English language learners are?
2. What are some critical areas school leaders must address with regards to the schooling of English Language learners?
3. How do a school leader's decision-making address English Language Learner's needs?
4. What helped shape your approach towards English Language Learners?

Describe academic achievement for an English Language Learner?

5. Serving in a school leadership capacity, describe how the English language learner population is monitored considering the different educational options offered to parents as a result of Proposition 227?
6. Given your role as a school principal, describe what would academic success for an English learner include?
7. What guides a school principal when implementing educational policies that specifically address a minority population of student's language abilities as outlined by Proposition 227?

What would a classroom teacher of English Language Learners need to know?

8. What instructional practices do you feel are important in supporting English language learners in learning English?
9. How does the district monitor the implementation of best instructional practices for English language learners?
10. How does the district engage parents of English language learners in supporting best practices for their child at home?