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50/50 TWO WAY IMMERSION PROGRAM IMPLEMENTATION PERSPECTIVES

by

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DISSERTATION

Presented to the Faculty of
The University of Houston-Clear Lake
In Partial Fulfillment
Of the Requirements
For the Degree

DOCTOR OF EDUCATION

in Educational Leadership

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

DECEMBER, 2017

50/50 TWO WAY IMMERSION PROGRAM IMPLEMENTATION PERSPECTIVES

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Dedication

I dedicate my dissertation work to my family and friends who have supported me throughout this process. With loving gratitude, I thank my husband, Jose Luis Torres, for his encouragement and support and for being a true teammate, and I thank my three amazing children, Kiley, Nathan, and Sarah, who have been cheerleaders for me throughout the process and have been so understanding when I needed to focus my attention away from them to attend to meeting this goal. My family has been my rock throughout this journey.

I dedicate this work to my loving and supportive parents, Allan and Mary Nelson, who instilled in me a love of learning and perseverance that has carried me to this juncture in my life. Thanks to them and their never-ending love and support, I will continue to learn and grow as an educational leader. My parents, along with my siblings, Kelly, David, and Steve, consistently challenge my thinking and push me to question, seek knowledge, and find and defend results. They are my “think tank” and exemplars of excellence, and I love them dearly.

I give special thanks to my friends, colleagues and mentors who provided support and were a constant source of encouragement throughout this process, especially Dr. William H. Rhodes, Dr. Melinda Stone, and Dr. Tory C. Hill. You all exemplify effective leadership and scholarship, and I thank you all for being in my corner.

Acknowledgements

I would like to express my deepest gratitude and appreciation to my committee chair, Dr. Lillian McEnery, who consistently supported me on this journey, and who shared ceaseless insight and wisdom throughout the process. She inspired me and was a pillar of strength through her encouragement and her dogged support of my scholarship. I thank her for her generosity with her time, her investment in guiding me through challenges, her belief in my ability to complete this journey, and her joy as I cleared each hurdle and ultimately reached my goal. Her advisement and support helped make this dissertation possible.

I would like to thank my committee member and methodologist, Dr. Huss-Keeler, for her counsel and her tenacity in ensuring that my study was designed and implemented effectively. I thank her for consistently encouraging me to push forward, even when the goal of completion seemed so far away. I thank my committee member, Dr. Roberta Raymond, for her insightful feedback and her support of my study and my writing craft. I thank my committee member, Dr. Laurie Weaver, for sharing her expertise, knowledge, and feedback regarding ELLs and bilingual programming, and for her support for my work and its purpose.

Finally, I would like to thank all the professors who imparted their knowledge throughout the course of this degree program and challenged me to become a better educational leader. I have grown as an educator and researcher and so appreciate the University of Houston – Clear Lake faculty who are contributing to the body of educational research for the benefit of improving the education and lives of children, and who have been instrumental in helping me achieve this goal.

ABSTRACT

50/50 TWO WAY IMMERSION PROGRAM IMPLEMENTATION PERSPECTIVES

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University of Houston-Clear Lake, 2017

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Two-Way Immersion Programs are being implemented by school districts and charter school throughout the United States with increasing frequency. Many of these two-way immersion programs utilize the 50/50 model and districts implement them in different ways. The researcher intended to discover what TWI implementation successes and challenges existed at Bluebird Elementary and in Jones ISD, through analysis of stakeholder perceptions regarding implementation issues of the TWI 50/50 model. The researcher examined implementation perceptions of teachers and campus administrators in the Bluebird Elementary TWI program, as well as central office administrator perceptions regarding the Jones ISD TWI program. The researcher used a qualitative case study methodology based on language acquisition theory and TWI program best practices to determine the perceptions of teachers, administrators and central office program personnel in the TWI program. This case study examined key implementation challenges and successes that exist in TWI program implementation in Jones ISD, and revealed that teachers, administrators and district leadership shared similar perceptions for some implementation issues, and different perceptions for others. Data analysis of these perceptions revealed seven themes in TWI implementation, while giving insight into implementation structures that were successful and others that were challenges and may need to be addressed in Jones ISD to support ongoing effective implementation. The themes that emerged from the data collection included instructional implementation, staffing, model implementation fidelity, professional development, student selection and marketing, parental involvement and communication, and district and campus support networks. The implications of this study can inform TWI 50/50 implementation.

TABLE OF CONTENTS

List of Tables	x
List of Figures	xi
CHAPTER I: INTRODUCTION.....	1
Need for the Study	4
Purpose for the Study.....	6
Theoretical Framework.....	7
Language Acquisition	7
TWI Programs	11
Research Questions.....	12
Definitions.....	13
Limitations of the Study.....	15
Basic Assumptions.....	15
CHAPTER II: REVIEW OF THE LITERATURE	17
Introduction.....	17
Closing the Achievement Gap	18
Second Language Acquisition	20
Second Language Acquisition Teacher Practices	21
Two-Way Immersion Bilingual Education	24
CHAPTER III: METHODOLOGY	27
Setting	28
Jones ISD One-Way Dual Language Program	29
Jones ISD Two-Way Dual Language Program.....	31
Jones ISD TWI Program Model.....	34
Jones ISD TWI Enrollment Process.....	38
Jones ISD TWI Teacher Training	42
Bluebird Elementary	46
Participants.....	47
Site Participants and Key Stakeholders	47
District Level	48
Bilingual Instructional Officer.....	48
Bilingual Program Facilitator	48
School Level	49
TWI Assistant Principals	49
TWI Program Classroom Teachers.....	49

Role of the Researcher and Bias	52
Operational Definitions.....	54
Research Design.....	55
Data Collection Procedures.....	58
Interviews.....	58
Piloting Protocols.....	61
Observations	61
Documents	63
Ethical Considerations	64
Data Analysis Procedures	64
Validity	66
Reliability.....	69
Generalizability.....	69
Limitations	70
Summary	70
CHAPTER IV: RESULTS.....	72
Interview Biography Briefs.....	74
Summary of Findings.....	78
Instructional Implementation.....	80
Planning	80
Resources	81
Time	88
Collaboration.....	98
Staffing.....	107
Model Implementation Fidelity	109
TWI Professional Development Training	122
TWI Preparation.....	123
Ongoing Professional Learning	135
Professional Development Goals	138
Student Selection, Retention and Marketing	140
Changes Over Time	141
Marketing.....	146
Future Program Considerations	150
Parental Involvement and Communication.....	157
Student Selection	158
Parental Questions and Concerns.....	159
Parental Satisfaction.....	162
District and Campus Support Networks	172
CHAPTER V: SUMMARY, IMPLICATIONS AND CONCLUSIONS.....	176

Introduction	176
Summary of Findings	178
Instructional Implementation	179
Planning	180
Resources	183
Time	185
Collaboration	186
Staffing	189
Model Implementation Fidelity	190
Professional Development	192
Student Selection, Retention and Marketing	193
Parental Involvement and Communication	194
District and Campus Support Networks	195
Implications for Future Research	196
Conclusion	196
 REFERENCES	 198
APPENDIX A: HOME LANGUAGE SURVEY SAMPLE	207
APPENDIX B: BACKGROUND INFORMATION FOR PARTICIPANTS	208
APPENDIX C: INTERVIEW PROTOCOL TWI DISTRICT ADMINISTRATORS	209
APPENDIX D: INTERVIEW PROTOCOL TWI CAMPUS ADMINISTRATORS	213
APPENDIX E: INTERVIEW PROTOCOL TWI TEACHERS	217

LIST OF TABLES

Table	Page
Table 3.1 Jones ISD Student Demographic Information 2015-2016.....	29
Table 3.2 Jones ISD TWI Program Implementation - Bluebird Elementary.....	32
Table 3.3 Bluebird Elementary TWI Program Model Student Population.....	35
Table 3.4 Bluebird Elementary TWI Population Site Data	36
Table 3.5 Bluebird Elementary Student Demographic Information 2015-2016.....	37
Table 3.6 Bluebird Elementary Student Grade Level Information 2015-2016.....	46
Table 3.7 Jones ISD - Bluebird Elementary Interview Table	52
Table 3.8 Bluebird Elementary Observation Schedule.....	61
Table 3.9 Codes for Participants	62
Table 3.10 Bluebird Elementary Codes for Participants.....	74
Table 3.11 Bluebird Elementary Language of Instruction K-5	81
Table 3.12 Jones ISD Bilingual Program Professional Development Offerings	127

LIST OF FIGURES

Figure	Page
Figure 3.1 Jones ISD Bluebird Elementary TWI District Program Structure.....	45
Figure 3.2 Jones ISD Bluebird Elementary Site Participants and Stakeholders	51
Figure 3.3. Jones ISD Bluebird Elementary Interview Participant Structure	59
Figure 3.4 Jones ISD TWI Implementation Themes	79

CHAPTER I

INTRODUCTION

As borders blend together and countries form alliances to resolve conflict and ensure appropriate and equitable use of natural resources, such as petroleum or human labor, the demand for individuals who can speak languages other than English is increasing exponentially. Students sitting in classrooms today will be the future company liaisons, negotiators, or world leaders. With a growing need for bilingual citizens, maximizing the current bilingual population while developing native English speakers as bilingual individuals as well only makes sense. English language learners (ELLs) are growing in classrooms around Texas and the country. Dr. Thelma Melendez de Santa Ana (2010), in her remarks to the National Association for Bilingual Education (NABE), stated that nearly half of high school dropouts are Hispanic, one out of every ten students in the U.S. is an ELL, and “over 78 percent of ELLs are U.S. born.” According to the Texas Education Agency (TEA), in 2015-2016 Hispanics were the largest enrolled group in Texas schools at 52.2 percent, and 18.3 percent of Texas students participated in bilingual or English as a Second Language (ESL) education (Texas Education Agency, 2016). While not all Hispanics in Texas are ELLs, the majority of ELLs in Texas are Hispanic and many of them participate in a bilingual or ESL program. When students enroll in a Texas school with another language on their home language survey, Texas law requires that they are assessed for English

proficiency. If testing with an agency-approved test shows that a student is either a non-English speaker or a limited-English speaker, and if the student has Spanish on the home language survey, then the school district is expected to offer a bilingual program to the student (TEA Chapter 89, 2015).

ELLs already come to school with a native language that is not English. Fully developing these students as bilingual and biliterate individuals with high academic achievement by high school graduation can help ensure career readiness and their successful contributions to the global economy. In order to meet the demand, Fitzgerald (2000) points out that “two-way bilingual and biliterate education programs would have to be standard throughout the grades in elementary schools” (p. 520).

In 2016-2017, Hispanics comprised 52.4 percent of students in Texas public schools, and that number was projected to be 60.9 percent in the year 2040 (TEA 2016). By 2016-2017, Hispanic students accounted for 88.3 percent of the bilingual and ESL population in Texas, and represented 65.6 percent of the at-risk students in Texas (TEA 2017). According to the Texas Education Agency (TEA), Hispanics accounted for the largest percentage of enrollment of public school students in Texas, and enrollment in bilingual and ESL programs in Texas has grown from 14.8 percent in 2006-2007 to 18.8 percent in 2016-2017 (TEA 2017). Spanish is the most commonly spoken language of ELLs in Texas, so nearly all Texas school districts are mandated by law to offer a Spanish bilingual program. Districts have many bilingual models to choose from, and these models have different goals. Texas bilingual education models are: Transitional Bilingual/Early Exit, Transitional Bilingual/Late Exit, Dual Language Immersion/Two-Way, or Dual Language Immersion/One-Way (Chapter 89, TEA 2012 Update). The goal of the Texas Transitional Bilingual/Early Exit model is to

transfer a Spanish-speaking ELL to English-only instruction within two to five years after enrollment (TEA, 2012 Update). The goal of the Texas Transitional Bilingual/Late Exit model is to transfer a Spanish-speaking ELL to English within six to seven years after enrollment (TEA, 2012 Update). The significant difference between an early-exit and late-exit model is that the implementers of a late-exit model not only seek to transfer the student to English-only instruction, but also seek attainment of high levels of academic achievement and academic language proficiency for the student in both the native language of Spanish and in English. The student enrolled in this model is not eligible to exit the program for at least six years after enrollment, while a school district can exit a student from the early-exit model in as little as two years (TEA, 2012 Update).

The term dual language immersion is used in Texas to describe:

“...an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level.”

(TEA, Chapter 89, 2015)

Models can vary depending on the language the content is delivered in and the percentage of time spent learning in each language. Some models use an English day of instruction and a Spanish day of instruction, while others may deliver different subjects in English or Spanish and even alternate subjects and languages from year to year. There are many options for model delivery, and implementing a one-way or two-way dual language program is optional for school districts.

The Texas definition of a Dual Language/One-Way model is a model that transfers limited English proficient Spanish-speaking ELLs into English within six to seven years after enrollment in a Texas public school (TEA, 2012 Update). This bilingual program model is a biliteracy model, with the goal of developing language fluency and literacy in both Spanish and English. English speakers can be integrated into this model as deemed appropriate by the school board, yet generally the program model serves Spanish-speaking ELLs. The Texas definition of a Dual Language Immersion/Two-Way model includes both language fluency and literacy goals for students in English and another language, and integrates native English speakers together with native speakers of another language for instruction throughout the school day (TEA, 2012 Update). Two-way Dual Language program models generally seek and deliver high academic achievement for students (Thomas & Collier, 2003; Lindholm-Leary, 2012). They also strive to attain bilingualism, biliteracy and cross cultural awareness for their students, with varying degrees of success (Thomas & Collier, 2003; Lindholm-Leary, 2012). Both Dual Language/One-Way and Dual Language/Two-Way models integrate content in subject areas presented in both English and another language. Most Texas Two-Way Dual Language programs use English and Spanish to deliver content instruction. Most dual language programs in Texas target English and Spanish. For the purpose of this study, the researcher will use the term Two-Way Immersion (TWI) program to represent the Dual Language/Two-Way model of bilingual education.

Need for the Study

Districts are implementing different models of bilingual education to meet the needs of their growing ELL populations, and TWI programs are among these models (Alanís, 2008; Ballinger, 2011). Within the TWI model, different implementations exist according to time

and subjects taught in Spanish and English. Additionally, regardless of the amount of time allotted to a language for instructional purposes, the amount of student and teacher interaction is critical to language development (Potowski, 2004). Teachers need effective professional development that will support effective implementation of the program models, because effective teaching is crucial for student learning (Calderón, Slavin, & Sánchez, 2011). The first problem many districts face is determining which model is most effective in achieving their goals for the students the programs serve. Secondly, once a TWI model has been selected, ensuring that effective teacher and student instructional practices that promote language development and high academic achievement are in place, effective school structures, as well as administrative leadership, is essential to TWI program success for all learners (Calderón, Slavin, & Sánchez, 2011). TWI programs implemented in public school districts serve all students who enroll in their programs in their schools. This includes students of different ethnic and language backgrounds, students who are economically disadvantaged, and students with special needs. Districts strive to ensure that the TWI programs they are implementing are effective for all students, regardless of background or need.

ELLs are a growing population in public education and researchers have identified gaps in the academic outcomes for ELLs compared to native English speaking peers (Calderón, Slavin, & Sánchez, 2011; Thomas & Collier, 2003). Researchers have determined through multiple studies that TWI immersion is the most effective model for instructing ELLs (Christian, Howard & Loeb, 2000; Collier, 1992; deJong, 2002; López and Tashakkori, 2006; Thomas & Collier, 2003). Additionally, research supports that TWI immersion programs provide for high levels of academic achievement for ELLs participating in programs

(Christian, Howard & Loeb, 2000; Collier, 1992; deJong, 2002; López and Tashakkori, 2006; Thomas & Collier, 2003). The Texas Education Agency expects, as stated in program goals, that ELLs and English dominant students participating in a TWI program will obtain bilingualism, biliteracy and high academic achievement (TEA, 2012 Update). As public school districts implement English as a Second Language (ESL), transitional bilingual, one-way dual language immersion and TWI programs, implementation gaps can occur (Calderón, Slavin, & Sánchez, 2011). Closing achievement gaps for ELLs also includes addressing the professional development and teacher preparation issues that lead to implementation gaps that exist for educators teaching the growing ELL population (Calderón, Slavin, & Sánchez, 2011). Teachers of ELLs must be prepared to meet the instructional needs of their students. There is a need for more research on teacher and administrator perceptions of program implementation and the possible effects on program implementation.

Purpose of the Study

The purpose of this study was to conduct a case study in a district that was implementing a TWI 50/50 model to determine how dual language teachers and dual language administrators perceived TWI 50/50 model implementation issues. The researcher sought to determine what the implementation issues were as well as the stakeholder perceptions regarding the implementation issues of the TWI 50/50 model. There was an expectation from the Texas Education Agency (TEA), district central office administrators, and parents that students participating in a TWI 50/50 model would attain high levels of academic achievement, bilingualism and biliteracy, and that English learners would close the achievement gap (Thomas & Collier, 2003; TEA 2012). Transitional bilingual education uses the native language (L1) of Spanish to facilitate transfer of concepts and vocabulary to

the second language (L2), which is English (Alanís, 2000). Transitional bilingual programs are identified as being subtractive in nature, rather than additive, and the goal is not bilingualism but English acquisition (Alanis, 2008). TWI programs integrate language and content throughout all subjects, providing content and language development in both Spanish and English (Alanís, 2000). Because of the different instructional methodology and the incorporation of both ELLs and English dominant students in TWI programs, the researcher proposes that there are unique implementation issues in TWI programs for both teachers and administrators.

TWI programs build on simultaneous and reciprocal language learning with L1 and L2 and language experiences that contribute to bilingualism (Martin-Beltrán, 2010). Ruiz (1984) claims that TWI programs use language as a resource and do not label language as a problem. Alanís (2000) notes that TWI programs have cognitive and social benefits for both ELLs and English dominant students, and that the model takes a pluralistic view of language. TWI programs are growing in number across the United States with a variety of languages, meeting the needs of ELLs who wish to keep their first, or primary, language. Effective implementation is critical.

Theoretical Framework

Language Acquisition.

There are many approaches and theories about language acquisition, bilingual education and second language education in general. TWI programs seek to develop bilingual, biliterate and bicultural learners, and bilingualism and biliteracy practices are founded in language learning theory. TWI program teachers implement teaching practices that are based

on the research foundations of language learning. Administrators who lead TWI programs support teachers implementing these language learning teaching practices. An understanding of language learning theory is essential to understanding the implementation issues teachers and administrators face in TWI program implementation.

One fundamental language learning researcher is Krashen, who espouses the Natural Approach and Total Physical Response (TPR) methods of second language acquisition (Krashen, 2008), where learners subconsciously absorb or learn language. Learners learn the language naturally through meaningful communication and conveying and receiving messages, rather than drill activities over grammar rules and skills. According to Krashen's Monitor or Input Hypothesis theory (2008), as learners are exposed to language, regardless of the language, they effectively and subconsciously learn how to use the language and are unaware that they are learning the language. They acquire the language naturally, and with enough processing time, the grammatical rule, and the focus on being correct, they naturally monitor and edit their language production. Krashen (2008) also articulates his Comprehension Hypothesis, establishing that extensive reading in the second language leads to more effective language learning, and that teaching methods based on the Comprehension Hypothesis are most effective with beginning language learners (Krashen, 2008). All of Krashen's theories espouse using comprehensible input in teaching. Teachers need to provide input to language learners in a comprehensible manner, using strategies to ensure meaningful understanding. Some strategies may include using visuals, repetition, paraphrasing, and so forth. Many TWI programs begin in kindergarten, when children are between the ages of five and six, and they are beginning second-language learners. TWI program teachers immerse native English and native Spanish speaking students in both

English and Spanish so that they will subconsciously absorb or learn both program languages. Teachers use reading materials in both languages with the program students, and administrators support teachers with the purchase and use of these reading materials. Teachers also use sheltered instruction techniques in order to ensure comprehensible input and meaningful language and academic content learning.

Krashen (2008) also states that sheltered subject matter teaching is a highly effective method for teaching content to intermediate language learners. Students in TWI programs are taught content subject matter in the language of instruction, which is usually English or Spanish, but can be another language than Spanish. Content instruction is delivered in a comprehensible manner, using the sheltered content instruction approach. Many TWI programs use the sheltered content instruction approach that Krashen describes in all subjects and they have proven to be very effective (Krashen, 2008; 1989). Because English dominant learners are learning in Spanish alongside their Spanish dominant peers, sheltered instruction methods are employed. The same is true when Spanish dominant learners are learning in English alongside their English dominant peers.

Krashen (1989) states that giving students more comprehensible input will result in more language acquisition. Essentially, if students understand the message, they acquire more language (Krashen, 1989). Therefore, teachers employ strategies that help their students understand the message of what they are trying to communicate or teach. Comprehensible input is a key component of sheltered instruction (Echevarria & Vogt, 2010). Teachers adjust their pace when teaching, provide visuals and gestures to aid understanding, extensively model tasks, provide learners with opportunities to practice through simulations, restate and review information, preview information, provide graphic organizers, and provide

hands-on learning experiences that provide context to the ELLs (Echevarria & Vogt, 2010). Teachers in TWI programs implement these same comprehensible input strategies with students acquiring Spanish. Teachers in a TWI program employ sheltered instruction strategies along with other instructional strategies in the areas of literacy development and content development in their classrooms.

Jim Cummins proposed the linguistic interdependence hypothesis, which demonstrates that knowledge in the first language (L1) can be successfully transferred to the second language (L2) (Nakamoto, Lindsey, & Manis, 2012). Additionally, Cummins (2011) discusses the difference between conversational fluency and academic proficiency in a language, and consequently language development. In order for students to truly be bilingual and biliterate, they must have academic proficiency, or the ability to read content with academic comprehension while effectively acquiring new vocabulary as needed to improve that comprehension. They need the grammatical structures of the language and the ability to utilize the appropriate syntax in both speech and writing. Foundationally, bilingualism is an asset in the classroom and any program of instruction should build upon the use of L1 to develop L2 structures (Cummins, 2012). Additionally, Cummins (2012) notes that the first language (L1) is a resource that facilitates the transfer of language and literacy skills to the second language (L2). TWI programs build on this concept by ensuring that students have access to both languages, and that bilingualism is honored and utilized as an instructional tool.

Gibbons (2009) builds on Krashen's foundational second language acquisition work regarding comprehensible input in second language learning, noting that language input must be understandable to the second language learner, and that there are many ways to make

input comprehensible, including the use of the learner's first language (L1). Krashen (1982) also noted that language comprehension always precedes language production, and instruction should be tailored to ensure that comprehensible input is accessible to the learner. TWI models provide for this instructional component by ensuring that content is taught through language, and exposure is provided in both languages in vocabulary development and teacher modeling of language use. Swain (2000) references the importance of comprehensible output, or how second language learners use language, noting that extended interactions are necessary for language production to increase, and that speaking is critical to language development. Interaction and speaking are essential to bilingual development, and effective teachers and student practices for language use and production with fidelity are crucial to the success of a bilingual program model. TWI programs require the effective use of interactive teaching and learning components to ensure bilingualism and biliteracy, critical goals of the program.

TWI programs.

TWI programs are additive bilingual programs that integrate English learners and native English speakers, and teachers utilize instructional strategies to develop language, literacy and content in two languages (Thomas & Collier, 2003). The additive nature of the TWI program ensures that both languages are supported and valued, and are representative of a pluralistic view of language acquisition (Alanís, 2000). A TWI program should have complete administrator and teacher support, as well as highly qualified teachers who are proficient in the language of instruction and who receive professional development in the area of program implementation (Thomas & Collier, 2003). Teachers in this program should have a full understanding of the language they are teaching in, as well as the instructional

strategies that will assist their students in acquiring the language as well. Administrators are expected to fully support the program, and this is typically done through effective communication, establishing structures to support implementation, professional development for teachers, monitoring of classroom instructional environments, and understanding of the program. An effective TWI program effectively implements high quality language arts instruction in both languages, and this includes separation of language for the students and program implementation of at least six years (Thomas & Collier, 2003). Students learn language arts and content in the target language of either English or the other language, and then switch to learning language arts and content in the other language, with at least fifty percent of the instruction occurring in the language other than English (Thomas & Collier, 2003). In the late 1990s, Thomas and Collier (1997; 2003) conducted extensive research that demonstrated a critical deficiency in transitional bilingual programs, because they only closed half of the achievement gap for ELLs. TWI programs meet the needs of both ELLs and native English speakers because students participating in the program are peer models and linguistic resources for each other in regards to language acquisition and content development (Thomas & Collier, 2003; Alanís, 2000). School districts that implement a TWI program can expect to close their achievement gaps by one-fifth to one-sixth each year of implementation (Thomas & Collier, 2003). How well school administrators and teachers implement a TWI program impacts the effectiveness of the program for the ELLs and the English native speakers in the program.

Research Questions

Considering that many districts are implementing TWI programs in the interest of serving bilingual students today, three questions were asked.

Research Question 1 – What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 2 - What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 3 – What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Definitions

English Language Learner (ELL): Students who are not proficient in English, as determined by English Language Proficiency assessments, and who need instructional support to access class academic content (Ballantyne et al., 2008).

Dual language, Two-way immersion (TWI). A bilingual program that emphasizes equality of educational opportunity for both English and non-English-speaking children. It integrates native English speakers and Spanish speakers (two populations of students) within a class, providing equal instruction in both languages (50% English and 50% Spanish). The program focuses on eliminating the academic achievement gap that currently exists between English and Spanish speaking children (Alanís, 2008; Ballinger, 2011; Thomas & Collier, 2003).

Transitional Bilingual Education. A bilingual program that serves Spanish speaking students identified as limited English proficient. Students acquire academic English through listening, speaking, reading, and writing activities within the content areas.

Academic subjects are taught to all students in both English and Spanish, with gradual transition to the second language (L2) of English (Alanís, 2008). For example, in grades PK – first grade, 10% of the instruction may be in English and 90% in Spanish. In grade 2- 70% of instruction is provided in Spanish, and by grade 3 - 50% of instruction is taught in Spanish. By 5th grade, students are in all English instruction. English instruction increases as students are being prepared for the English rigor at the junior high level.

Home language survey. A state-mandated questionnaire completed by parents during registration that ascertains languages spoken in the home and language preference of the registering student. The questionnaire includes questions such as, is a native language other than English spoken in the home? If yes, what language? Who speaks this language (mother, father, student, siblings)? (TAC, Chapter 89).

Sheltered Instruction Observation Protocol (SIOP) Model. A model of sheltered instruction that organizes classroom instruction for ELLs into an instructional framework that includes eight components and thirty features of effective instruction (Echevarria, J. & Vogt, M., 2010).

GLAD. A professional development model for language and literacy, developed by the U.S. Department of Education, designed to promote academic achievement, English language acquisition, and cross-cultural awareness (GLAD, 2014). The model promotes effective student to student and student to teacher interactions that develop high-level language and literacy development (GLAD, 2014).

Limitations of the Study

There were some limitations to this study. One limitation was the inability of the researcher to determine teacher beliefs and attitudes regarding TWI program practices. Teachers are not always forthcoming regarding their philosophies and beliefs, and those beliefs can affect their teaching and emphasis on meeting program goals. This could impact how they implement the TWI program. Another limitation was the inability of the researcher to determine the effect of the home and community environment on the students in the program. Students in this school district are surrounded by many different languages, but the critical languages that the Spanish-dominant students need to hear and practice are both English and Spanish.

Basic Assumptions

Teachers are the heart of any bilingual education program, and their teaching methods and strategies inform the learning of the students in the program. Additionally, teachers must implement research-based strategies and methods with fidelity in order to obtain results. The teachers in this study received many hours of training specific to dual language education, and the researcher assumed prior to data collection that it would be difficult to determine if the teachers used those strategies and methods with fidelity. Initially, the researcher assumed that the teachers were implementing observed strategies and methods with fidelity, as the teachers wished to obtain successful results from their students in the program. However, the researcher determined that not all teachers were implementing the program with fidelity, based on teacher interview statements.

The researcher also assumed that campus administrators had been trained on the TWI program model that was being implemented at their campus, and that the campus administrators understood their role in supporting the teachers who were implementing the program.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This qualitative study was driven by three research questions.

Research Question 1 – What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 2 - What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 3 – What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program at their campus?

This chapter outlines the need for effective bilingual education instruction to close the achievement gap for ELLs in public schools, the aspects of second language acquisition, second language acquisition teacher practices, and characteristics of TWI

education programs. School districts see a growing need to effectively close the achievement gap for ELLs, and effective second language instruction is necessary for this to occur. The TWI program model, when implemented effectively, can successfully address this issue in public schools. How effectively schools implement TWI programs is dependent on program teachers and administrators.

Closing the Achievement Gap

According to August, Shanahan, and Escamilla (2009) "...bilingualism, not monolingualism, is now the global norm" (p. 436). It is clearly necessary that U.S. schools produce bilingual, biliterate and bicultural students for the 21st century and beyond. The need for bilingualism in the workforce, international relations, and politics has grown steadily and the demand will likely only continue to increase.

August, Shanahan & Escamilla (2009) point out that in the National Reading Panel (NRP) report of 2000 regarding literacy instruction, students learning English, or ELLs, are often viewed through a monolingual, or native English speaker lens, and are therefore defined as being behind or needing to catch up by an educational system that is using a monolingual theoretical approach to literacy learning. The NRP indicates that ELLs need an emphasis on oral language proficiency, whereas native English speakers typically do not, and the authors take issue with this assertion (August, Shanahan & Escamilla, 2009). Their position is that there is little to no evidence that native English speakers entering school have greater oral language proficiency in their native language than speakers of other languages in their native language.

Ricento (2005) notes that monolingualism is no longer the norm, as more people speak English as a second language in the world than before and that number is greater than the number of native speakers of English (August, Shanahan, & Escamilla, 2009, p. 436). Parallel to the growing global trend, the United States has seen an increase in the number of second language learners of English in U.S. schools over the last few decades as well. According to the U.S. Department of Education, in the school year 2014-2015 9.4 percent of students nationwide were identified as English Learners (ELs) (OELA, May 2017). The majority of these students were served through a second language education program such as bilingual education or English as a Second Language (ESL), and Texas had the third largest EL population in the nation at 15.5 percent in 2014-2015 (Ed. Gov. 2017). Traditionally, schools have addressed these growing numbers of students acquiring English by implementing second language learning programs that promote English acquisition, such as ESL. Bilingual education has been offered to ELLs since the 1960s. According to the Texas Education Agency in 2016-2017, the percentage of Hispanic ELLs was 88.3 percent (TEA, 2017). As a natural consequence, school districts have developed a variety of bilingual education programs in schools.

As worldwide globalization continues and the need for a bilingual work force has increased, many states, including Texas, have implemented bilingual two-way immersion (TWI) dual language programs that benefit not only Spanish speakers learning English but also native English speakers learning Spanish. These TWI programs have grown in both popularity and implementation across the nation and in the state of Texas, because they offer all participating students the opportunity to acquire a second or third language. Many of these TWI programs have English language learning students participating that

speak a language other than Spanish or English. For example, some programs have students who speak Chinese, Vietnamese, or Arabic as their native language, are ELLs, and are also acquiring the Spanish language through the Two-Way Immersion program. The Center for Applied Linguistics (2012) reports that as of August, 2012 there are 415 TWI programs in 31 states and the District of Columbia (D.C.). Additionally, the Texas Two-Way/Dual Language Education (2012) organization reported that there were 408 TWI programs in Texas. While many of the larger school districts in Texas with high ELL populations have established TWI programs, these TWI programs have different models of implementation, such as 50/50 and 90/10 models. All TWI programs have the goal of successful second language acquisition for all learners, biliteracy, and bilingualism.

Second Language Acquisition

Successful second language acquisition must be an achievable goal in any second language education program. A thorough review of the literature demonstrates that emphasis in TWI programs is placed on literacy development in both languages, with program goals that emphasize bilingualism as well as biliteracy (Alanís, 2000; Alanis, 2008; Calderón, Slavin, & Sánchez, 2011; Thomas & Collier, 2003; Lindholm-Leary, 2012; López & Tashakkori, 2006; Martin-Beltrán, 2010; Ruiz, 1984). Second language acquisition is facilitated by interaction and communication. This is supported by Cummins (2007), who found that there is ample evidence to support the need for student interaction opportunities in L2, both oral and written, because language is communicative. Students in TWI programs are expected to develop oral language in both languages, yet Tong, Lara-Alecio, Irby, Mathes & Kwok (2008) propose that many

educators do not know how to increase oral language development for second language learners, and little research exists to inform their teaching practices. López and Tashakkori (2006) determined that oral language development in English occurred more rapidly in students participating in TWI programs than in traditional bilingual education. Is the same true for native English speakers learning Spanish? Finally, Tong et al. (2008) found that quality instruction can influence oral language development in English for second language learners, despite the program model. Therefore, more attention needs to be paid to oral language development practices in developing bilinguals in TWI programs, in both Spanish and English. What teacher practices contribute to successful L2 acquisition through oral language opportunities and expectations? As teachers implement Two-Way Immersion education programs, these are considerations for effective implementation. Do teachers perceive these as issues that impact program implementation?

Second Language Acquisition Teacher Practices

Extensive research has been conducted on second language acquisition for both foreign language learners and ELLs, and this research impacts foreign language teaching, ESL education, and bilingual education (Calderón, Slavin, & Sanchez, 2011; Cummins, 2012; de Jong, 2002; Krashen, 2008; Tong et al, 2008). With the current trend toward TWI programs, the expectation of researchers, teacher preparation programs, universities and districts is that teachers will apply research on second language acquisition teaching practices to teaching (Calderón, Slavin, & Sanchez, 2011; Cummins, 2012; de Jong, 2002; Krashen, 2008; Tong et al, 2008). Nassaji (2012) points out that L2 research and actual practice has been difficult to link, due to differing research goals, yet research into

practice is necessary if research is going to impact learning. Nassaji (2012) states that researchers must work closely with teachers to ensure that research can be practically applied, and concluded that many teachers are familiar with and see the benefit of second language research for teaching. However, this research did not inform their teaching practices in a practical manner (Nassaji, 2012). Dixon (2012) also determined that there needs to be more research conducted on qualities of effective teachers in L2 instruction.

The quality of second language instruction and the structure of the instructional program have an impact on L2 learning (Calderón, Slavin, & Sanchez, 2011; Cummins, 2012; de Jong, 2002; Krashen, 2008; Tong et al, 2008). Dixon et al (2012) found that the quality of second-language instruction has a strong impact on second-language learner achievement, and referenced the use of the Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Vogt, 2010). SIOP components are lesson preparation, building background, interaction, comprehensible input, strategies, practice and application, lesson delivery, and review and assessment and when used systematically were shown to impact second language acquisition through specialized instruction. SIOP is a systematic teaching approach used for second language learners to ensure second language acquisition (Echevarria & Vogt, 2010).

Dixon (2012) proposes educational programs that are specifically designed for L2 learners, with appropriate time allotted for L2 literacy instruction so that L2 acquisition occurs. Potowski (2004) studied the use of Spanish by both Spanish speakers and English speakers in dual language immersion and found that during expected Spanish time students did not use Spanish 100% of the time, and they used Spanish even less in peer interactions. It is necessary to analyze student language use in comparison to

language development to determine if dual language immersion is accomplishing its goals and is effective. Dixon (2012) points out that the presence of native Spanish speakers working side by side with L2 Spanish learners does not by itself promote Spanish language development in L2 learners. Additionally, Soto-Hinman (2011) found that ELLs are only engaged in oral language development for 2% of their day. Learning a second language requires competence in four language domains: listening, speaking, reading and writing. Gibbons (2002) states that the listening and speaking domains of language learning are just as critical as the reading and writing domains, and listening and speaking comprise oral language development. When oral language development is underutilized in the classroom, there is a significant impact on overall language learning. Soto-Hinman (2011) discusses a process of *ELL Shadowing*, where teachers monitor ELL listening and speaking with academic language. The purpose of this strategy is to highlight the amount of oral language development that is actually occurring in the classroom with the purpose of increasing the expectation on the part of the teacher. Professional development follows shadowing so that teachers can learn how to increase oral language development in their classroom (Soto-Hinman, 2011, p. 22). These are some of the instructional strategies that teachers are asked to use in TWI programs, and there are many more that they employ. How teachers perceive the effectiveness or the use of these strategies can impact implementation of the TWI program. Practices such as ELL shadowing, and systematic instruction such as SIOP or GLAD have shown to be effective for improving second language acquisition, yet more information is needed regarding strategies for increasing TWI student oral language development in L2 and translating effective research-based strategies into practice in TWI classrooms.

Two-Way Immersion Bilingual Education

Dual language bilingual programs were first developed in the 1960s (Volk & Angelova, 2007). According to Alanís (2011), TWI programs promote academic achievement and strive for a pluralistic form of bilingualism. Many ELLs who have struggled in traditional ESL or transitional bilingual programs demonstrate high academic achievement in a dual language immersion program and can close the achievement gap (Thomas & Collier, 2003). An additional benefit is that native English speakers perform at a higher level of academic achievement longitudinally than their native language speaking peers who are not in dual language (Thomas & Collier, 2003). Academic achievement is a hallmark of dual language programs, but the programs also serve to promote cross-cultural friendships and communities, while transforming Spanish to a language of power and resource in the community (Gomez, Freeman, & Freeman, 2005).

One TWI program model is the 50-50 model in English and Spanish. In this model, students learn to read and write in their native language, or L1, and learn content in both English and Spanish. Instruction is delivered by alternating the language of the day (LOD) or language of the week (LOW) (Palmer, 2010). Some 50-50 models are subject specific, delineating which content subject is taught in English and which content subject is taught in Spanish, and the 50-50 model establishes equal time for both content and language in both Spanish and English (Gomez et al., 2005). In TWI 50-50 program models, students can be placed into bilingual pairs and utilize bilingual learning centers that promote both Spanish and English oral language development (Gomez et al., 2005). This pairing of an English-speaking student and a Spanish-speaking student for content learning facilitates comprehension of the academic content and increases oral and

academic language use in the classroom. Language is taught in a naturalistic manner, where everyone else in the classroom is learning the same language, so it is not deemed a foreign language program but a bilingual program (Volk & Angelova, 2007). This naturalistic approach promotes the minority and majority students' acquisition of the second language (L2), and also validates Cummins's (2007) position that using bilingual instructional strategies can increase the investment of both majority and minority language students in learning the second language. Commonly used bilingual instructional strategies include providing opportunities for interacting with the language, modeling and practicing language in authentic contexts, and a communicative and naturalistic approach for learning L2.

TWI program implementation requires effective implementation of best teaching practices, along with structures, materials and resources, administrative support, and professional learning. Such factors as teacher and administrator qualities, campus discussions, and multicultural components can affect these implementation areas, and teacher and administrator self-efficacy is critical as well. In this study, the researcher will examine teacher and administrator perceptions about these issues in TWI program implementation at their respective campuses, as well as additional perceptions about implementation issues that the study may reveal.

A review of the literature demonstrates that the number of ELLs in public schools is increasing, and there is a need for instruction that closes the achievement gap for ELLs while supporting their acquisition of English. Many states, including Texas, have implemented language learning programs, such as two-way immersion bilingual programs, to address these needs. Two-way immersion programs are not only effective

for ELLs but also increase the number of students in the United States who speak another language other than English. This helps to meet a growing need for multilingual workers in the global workforce. Within these two-way immersion programs, effective second language acquisition practices must be implemented to ensure successful language learning and academic achievement for all students enrolled in the program.

CHAPTER III

METHODOLOGY

This chapter outlines the methodology for a qualitative descriptive case study which was conducted to explore the perceptions of teachers, administrators, and central office program personnel regarding key issues in a Two-Way Immersion (TWI) program implementation in a suburban school district in Texas. The chapter will discuss the case study setting, the participants, the role of the researcher, the research design, the data collection procedures, the ethical considerations, and the data analysis. The researcher used a case study methodology that was based on language acquisition theory and TWI program best practices to determine the perceptions of administrators, teachers, and central office program personnel regarding the TWI program implementation. The researcher posed three questions in this study:

Research Question 1 – What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 2 - What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 3 – What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Setting

Jones ISD.

Jones ISD was a rapidly growing suburban public school district in southwest Texas. It encompassed 181 square miles in Texas, and in 2015-2016 its enrollment grew to more than 70,000 students. In the year 2013-2014, enrollment was 67,000 students, and in 2012-2013 enrollment was 64,400 students. The district students were served by 60 schools - including seven four-year high schools. As of 2015-2016, the district had 37 elementary schools and was still building. This enrollment was projected to increase for the next several years due to heavy real estate development in the area. Twelve elementary campuses, including Bluebird and Cardinal Elementary, had a bilingual program in Spanish and English that followed a one way dual language model. Two of the district elementary schools, Bluebird and Cardinal Elementary, included TWI Spanish/English programs. The main difference between the one way dual language model and the TWI model in the district was that the TWI program served both native Spanish and native English speakers, while the one-way dual language program served only native Spanish speakers in the program, with the exception of a few English-speaking students whose parents chose for them to participate in the bilingual program. Table 3.1 summarizes 2015-2016 Jones ISD district demographic data.

Table 3.1 *Jones ISD Student Demographic Information – 2015-2016*

Total Students: 72,725

Ethnicity/Subgroup	% of Student Population
Hispanic	34.6%
White	38.3%
African-American	9.8%
Asian/Pacific Islander	14.0%
Native American	0.4%
Two or More Races	2.8%
Limited English Proficient	16.3%
Bilingual/English as a Second Language	16.1%
Special Education	8.8%
Gifted/Talented	7.3%
Economically Disadvantaged	28.3%

* Source: Jones ISD Snapshot data for 2015-2016. Texas Education Agency.

Jones ISD One-Way Dual Language Program.

Jones ISD offered a one-way dual language bilingual program at twelve elementary schools around the school district. When students enrolled in the district and indicated Spanish as another language on their home language survey, they were subject to the Texas Education Agency (TEA) requirement for assessing language proficiency in English. Therefore, students were registered at their home campus that they were zoned to attend, and then sent to the bilingual campus that served their zone. The bilingual campus assessed the English language proficiency of the student using state approved

tests. If the child was of prekindergarten to first grade age, which is generally age four to six, they were administered an IDEA Proficiency Test (Amori, Dalton, & Tighe, 2004). This assessment was administered one-on-one with a trained test administrator and determined if the student had no English proficiency, limited English proficiency, or was orally fluent in English. If the child was determined to have limited to no English proficiency, the school offered the parent the one-way dual language bilingual program for their child. Parents could elect for their child to participate in the bilingual program at registration and they could change that decision at any time during a school year throughout the elementary school years. If parents elected to place their student in the ESL program instead, the student remained at his/her home campus instead of transferring to the bilingual campus assigned for the school zone. If the parents elected the ESL program, the student would be instructed by a teacher certified in ESL, who would implement the English Language Proficiency Standards (ELPS) and provide linguistically accommodated instruction. The majority of the bilingual campuses were on the north side of the district, with two campuses on the south side of the district. Students who were zoned to a different school for the bilingual program were provided bus transportation.

Students who were second grade age or higher were offered the bilingual program based on a series of state guided decisions (Chapter 89, Texas Education Agency, 2015). If the student was enrolling from another Texas public school or charter, and was participating in a bilingual program at the previous school, then the school would offer the one-way dual language bilingual program. If the student was a newcomer to the United States, or enrolling from outside the state of Texas, the school would administer

the IDEA Proficiency Test (IPT) (Amori, Dalton, & Tighe, 2004) to assess English proficiency and the Stanford 10 (SAT 10) in the areas of reading and language (Pearson, 2016). If the student was limited in English on the IPT and scored below the 40th percentile in either reading or language on the SAT 10, the student would be offered the one-way dual language bilingual program. If a student was previously attending a Texas school and participating in a two-way dual language bilingual program, the school contacted the district office and the student would be offered a spot in the two-way dual language immersion program at one of the two TWI program sites. In some cases, students were offered the TWI program if there was space available in the program at their grade level. The guidelines for offering programs were provided by the State of Texas through Chapter 89 and the Jones ISD bilingual program guidelines.

Jones ISD Two-Way Dual Language Program.

TWI was in its ninth year of implementation in Jones ISD. The district implemented the TWI program in 2008 at two site schools, Cardinal Elementary and Bluebird Elementary. Two kindergarten classrooms at each program site were opened for enrollment the first year of implementation. Each kindergarten classroom had a 1:22 teacher to student ratio projection. One kindergarten classroom at each site was staffed by an English teacher and one classroom was staffed by a Spanish teacher. The English teacher was required to have native-like English proficiency and certification in both Texas Elementary Generalist education and English as a Second Language (ESL). The Spanish teacher was required to have native-like Spanish proficiency and certification in Texas Elementary Bilingual Generalist education. Each subsequent year, the district added the next grade level to the program, and it reached full elementary implementation

in grades kindergarten through grade five during the 2013-2014 school year. With full implementation, the district had twelve classrooms at each site, with two classrooms per grade level in grades one through five.

Table 3.2 shows the Jones ISD TWI program implementation process at the Bluebird Elementary site.

Table 3.2 *Jones ISD TWI Program Implementation – Bluebird Elementary.*

Bluebird Elementary Program Implementation						
School Year	K	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2008-2009	1 Spanish teacher					
	1 English teacher					
2009-2010	1 Spanish teacher	1 Spanish teacher				
	1 English teacher	1 English teacher				
2010-2011	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher			
	1 English teacher	1 English teacher	1 English teacher			
2011-2012	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher		
	1 English teacher	1 English teacher	1 English teacher	1 English teacher		
2012-2013	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	
	1 English teacher	1 English teacher	1 English teacher	1 English teacher	1 English teacher	

2013-2017	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher	1 Spanish teacher
	1 English teacher	1 English teacher	1 English teacher	1 English teacher	1 English teacher	1 English teacher

Students who began in the TWI kindergarten classrooms together formed a student cohort that stayed together through grade five. Students who completed grade five in the TWI program at Bluebird Elementary attended the junior high campus they were zoned to for sixth grade and had the option of taking Spanish foreign language courses in grades seven and eight at the junior high level, as well as additional foreign language courses in high school. There were, however, no foreign language courses in Spanish offered in sixth grade. There was some attrition in the TWI program as students moved up the grade levels, due to students moving out of district or opting to leave the TWI program. When this occurred, students who were on the waiting list for the program were added to the program in order to keep class numbers consistent. Up until the second semester of first grade, English dominant students could be added to the program as long as they were on the waiting list and met the minimum entry criteria already articulated. After the first semester of first grade, the only students who were added to the program if there was space available were students who had at least an IPT Level C proficiency in both Spanish and English. This was later changed to a level D. Those students were selected based upon the waiting list and if the student was performing on or above grade level in reading in his or her dominant language and within a certain range in the second language. Those levels and ranges were articulated in the bilingual program guidelines. At Bluebird Elementary, there were grade levels where there were not students on the waiting list.

Jones ISD TWI Program Model.

The TWI program model at Bluebird Elementary was labeled as a 50/50 implementation model. In this model, 50 percent of the instruction was in English and 50 percent of the instruction was in Spanish. Each class had approximately 50 percent English dominant speakers and 50 percent Spanish dominant speakers. In grades kindergarten through first grade, students learned content for 50 percent of the day in English and 50 percent of the day in Spanish. Students were taught language arts in both English and in Spanish, beginning in kindergarten. Beginning in second grade through fifth grade, students received instruction in math, science, and language arts in English and social studies and language arts in Spanish.

The TWI program at Bluebird Elementary was staffed by two partner teachers at each grade level in grades kindergarten through grade five. Each campus had twelve TWI teachers. At each grade level, one of the TWI teachers was designated as an English teacher, and delivered instruction in English to both groups of students. The designated English teacher was required to have both Texas Elementary Generalist certification as well as Texas Supplemental ESL certification in order to teach in the TWI program. The teacher was also required to be English proficient, with native-like English proficiency. The partner teacher was designated as the Spanish teacher and delivered instruction in Spanish to both groups of students. The teacher was required to be certified with the Texas Elementary Bilingual Generalist certification. Additionally, the Spanish teacher was required to have native-like proficiency in Spanish. Each teacher had up to 22 students in his/her class and switched their students with their partner teacher. This

meant that there were up to 44 students in each grade level at each TWI site, and twelve TWI teachers at each site.

Table 3.3 shows how the TWI two-way program model for Bluebird Elementary was structured.

Table 3.3 *Bluebird Elementary TWI Program Model Student Population.*

Grade Level	English Teacher	Spanish Teacher
Kindergarten	1 to 22 students*	1 to 22 students*
First Grade	1 to 22 students*	1 to 22 students*
Second Grade	1 to 22 students*	1 to 22 students*
Third Grade	1 to 22 students*	1 to 22 students*
Fourth Grade	1 to 22 students*	1 to 22 students*
Fifth Grade	1 to 22 students*	1 to 22 students*

*Students grouped heterogeneously

Table 3.4 shows the actual student population per TWI site for the 2016-2017 school year.

Table 3.4 *Bluebird Elementary TWI Population Site Data.*

Grade Level	Bluebird Elementary Total Student Population: 739			
	One Way Dual Language	Two Way Dual Language	Two Way Dual Language	ESL
	Native Spanish speakers	Native English speakers	Native Spanish speakers	
PK	18	n/a	n/a	19
K	39	13	15	5
1	31	15	15	10
2	27	17	18	8
3	26	16	18	15
4	19	14	15	1
5	20	14	14	4

Students were grouped into TWI homerooms heterogeneously by language dominance, meaning that students who were English dominant and Spanish dominant were grouped together into one homeroom, providing a mixture of language dominance. Every attempt was made to ensure that a balance of Spanish and English speakers existed in each classroom. Some TWI models in other districts grouped students into homerooms by language dominance, but that was not the case in Jones ISD. Students served as language models for each other throughout the day and learned academic content through both English and Spanish instructional delivery.

Jones ISD TWI Program Sites.

Jones ISD elementary TWI programs were located at Bluebird Elementary and Cardinal Elementary. Both sites were located in the same general area of the district, and

both were nestled in neighborhoods of single dwelling family homes. Both schools had homes directly across the street from the front doors and adjacent to all sides of school property. Bluebird Elementary offered the one-way dual language program and the TWI program on campus, and also served ESL students through an ESL program that was provided via general education teachers with Texas ESL certification. Bluebird Elementary also offered both an ESL and a bilingual Pre-K program, and had the distinction of offering an auditory impaired program, thus making it a trilingual campus with English, Spanish, and American Sign Language on campus. Table 3.5 shows the demographics of Bluebird Elementary.

Table 3.5. *Bluebird Elementary Student Demographic Information – 2015-2016*

Total Students: 777

Ethnicity/Subgroup	% of Student Population
Hispanic	54.3%
White	29.6%
African-American	7.2%
Asian	4.4%
Pacific Islander	0.0%
Two or More Races	4.2%
Economically Disadvantaged	51.0%
English Language Learners	42.1%
Special Education	12.4%

* Source: School Report Card 2015-2016; Texas School Accountability Dashboard. Texas Education Agency.

The TWI program site of Bluebird Elementary was selected for this study based on the characteristic of implementing the TWI program model in Jones ISD. The district only had two sites that were implementing the model, and those sites were Cardinal and Bluebird Elementary. Both schools were located on the south side of the district and were relatively close to one another.

Jones ISD TWI Enrollment Process.

Students from any elementary school in the district could apply to enroll in the TWI program at either district program site. Bluebird Elementary offered Pre-kindergarten through grade five and Pre-kindergarten was provided for both bilingual and ESL program students. During the spring of each school year, informational meetings were held by the district personnel for parents who were interested in learning about the program. Prior to the 2015-2016 school year, all informational meetings were held at a central office location, and were conducted by central office Bilingual Program personnel. In the 2015-2016 school year, the district began offering the informational meetings at the two site locations in collaboration with the campus principals. At these meetings, parents were provided with an overview of the program, an application and directions for the admission process.

Students who already had siblings in the TWI program or who lived in the designated school zone for Bluebird Elementary were given priority admission, meaning that their applications were considered first. Students who were not zoned to Bluebird Elementary, or who did not have a sibling in the TWI program already, were considered on a space available basis. If selected they were required to provide their own transportation. Therefore, home values in the school zone for Bluebird Elementary rose,

as parents from the district and from around the country who were seeking a TWI program for their child wanted to own a home or rent an apartment in the neighborhoods that were zoned to this school. If more students applied for the program than space was available, the students were chosen for the program through a lottery system.

All students who had a language other than English on their home language survey and applied for kindergarten took the IDEA Proficiency Test in both English and Spanish, which measured student language proficiency in both languages and provided a baseline for language proficiency in both languages. The home language survey was required in the registration process in the State of Texas (see Appendix A) (Texas Education Agency. Chapter 89.1215 of the Texas Administrative Code, TAC, 2012) It stipulated that a school district home language survey must contain the following two questions:

What language is spoken in your home most of the time?

What language does your child speak most of the time?

Districts had the flexibility to gather additional information on the survey, but the survey was required to contain the aforementioned questions. Appendix A is an example of a home language survey from a Texas school district. Chapter 89 (TEA, 2012) also stipulated that a district must document a qualifying score on an oral language proficiency test. Students were required to demonstrate a required level of English language proficiency if they spoke another language in the home. This was determined through the administration of an oral language proficiency test. There was a state provided list of approved tests, and Jones ISD used the IDEA Proficiency Test (IPT). It

was a (TEA) approved test, and language proficiency levels were designated by the letters A-F, with F being the highest level of proficiency, or fluent (Amori, Dalton, & Tighe, 2004). Students were required to score at least a level C in either language prior to enrolling in kindergarten in order to be considered for the program. This level C criteria was established by the school district for TWI program consideration. At a level C, the student demonstrates limited English or Spanish proficiency. In a later implementation year, the district changed the criteria from C to D. If a student achieved this level and qualified for the program, but was not selected for the program due to space availability, the student was placed on a waiting list. If a student did not meet the qualification guidelines, then the student could not be placed on the waiting list. The student would be offered the one-way dual language immersion bilingual program in Jones ISD.

The district required the parents of any students selected for the TWI program to sign a TWI contract, which addressed the need for a long-term commitment from families. The TWI contract was included in the Bilingual Program Guidelines online. This long-term commitment was based on extensive research on language acquisition that reported that oral language proficiency generally requires one to three years and proficiency in academic language may take five to seven years to acquire. Parents were asked to encourage their child's interest in other languages and cultures, and demonstrate that they also valued other languages and cultures. Another stipulation on the contract regarded attendance. Parents were responsible for providing transportation for their child to the school, and excessive tardy arrivals or absences could lead to withdrawal from the program. Students could be removed from the program if contract stipulations were

violated. Students in the TWI program followed the same curriculum as other district students, but the district stated that the TWI program used a rigorous academic plan, instruction that was conducted in two languages, and provided additional instruction in order to ensure the acquisition of the second language.

Students who enrolled in Jones ISD from another school district in grades one through five were also eligible to apply for the TWI program. Students who had previously been enrolled in a TWI program in another district were placed into the Jones ISD TWI program, if the central office personnel determined that the program model was similar and the students were adequately prepared for learning in the two languages. Students who had previously been in a bilingual program model other than TWI were considered on a space available basis. Mobility is a natural occurrence in any school district, and this was the case within the TWI program. As students left the TWI program for other schools or programs, they were replaced with students who were on the waiting list for the program in the district. This was allowed through the end of the first semester of first grade. After that, students were required to demonstrate level C proficiency in both English and in Spanish in order to enter the program. In a later implementation year, that criteria was changed to D by the district. Additionally, students who did not qualify for the program initially, and were native Spanish or English speakers, could be tested up until the end of the second semester of first grade to be considered for admission to the program on a space available basis. Many of the students who were added to the program after kindergarten were one-way dual language program students, because they were already developing as bilingual students in Spanish and English and could meet the demand for Spanish language use in the TWI program. Students who

were native English speakers were not added to the TWI program after the first semester of first grade unless they were able to demonstrate established criteria for Spanish language development. Without the established level of Spanish language development, native English speaking students would have difficulty meeting the demands of the Spanish language in the TWI classroom.

Jones ISD TWI Teacher Training.

Jones ISD trained TWI teachers for program implementation in many different ways. Teachers were trained in the Guided Language Acquisition Model (GLAD) by the district, and attended TWI training before each school year in the summer and throughout the year on half day teacher training days (Project G.L.A.D., 2012). GLAD is an instructional professional development model that guides teachers in using strategies for differentiation and integration of English with content instruction. Teachers used GLAD strategies with English language learners in order to increase and develop academic language in English, and in the TWI model these same strategies were used to increase and develop academic language in Spanish. The instructional model included thirty five strategies across four component areas, and it was field tested by the United States Department of Education for nine years (BeGlad, 2015).

Teachers in the TWI program attended district provided elementary professional development sessions that related to district curriculum goals. In addition, there were professional development offerings that were specific to second language acquisition and bilingualism. These trainings were generally offered in the summer, and teachers in the program were encouraged to take the TWI foundational training and the GLAD two-day institute on sheltered instruction methods for the classroom. There were a variety of

sessions offered to address bridging between Spanish and English bilingual writing, language development and numeracy, bridging Spanish and English bilingual reading, teaching science culturally and linguistically, and TWI program updates that addressed strategies for bi-literacy and cross-linguistic instruction. Throughout the school year, TWI program teachers attended half-day district trainings. These occurred four times during the year, primarily in the fall semester, and teachers attended based on designated grade levels. Each half day was dedicated to either primary or intermediate TWI teachers.

The Bluebird Elementary TWI program site had three administrators: a principal and two assistant principals. The site also had a math instructional coach and a reading instructional coach, whose role was to support teachers with content instructional planning and delivery. The instructional coaches at Bluebird Elementary were not bilingual certified. Teachers in the TWI program planned collaboratively with their grade level peers, and then planned separately as a grade level partnership for TWI needs, after grade level planning.

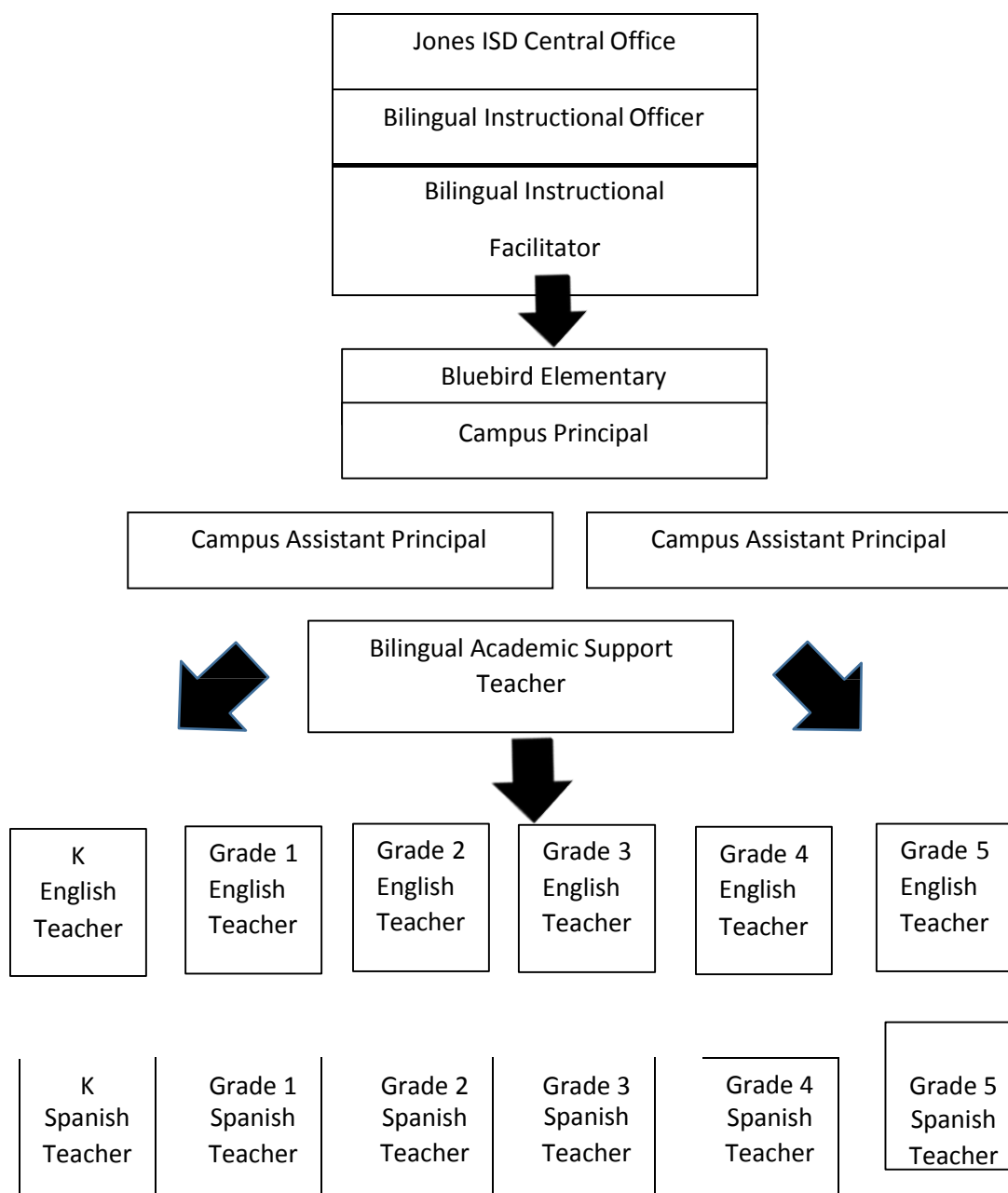
Bluebird Elementary had bilingual and ESL programs, and the school had personnel allocated to serve the bilingual and ESL program students. The Bilingual Academic Support Teacher (AST) worked primarily with the bilingual program students in both one-way dual language and TWI, and provided academic intervention in both reading and math for bilingual program students. This intervention included students from the TWI program and the one-way dual language program. There was also an ESL AST who worked primarily with ESL program students. This position, along with the Bilingual AST position, was staffed based on student program numbers at the campus.

The district supported the Bluebird Elementary TWI campus with personnel for their programs. The office was directed by the Director of ESL and Bilingual Programs, supported by a Coordinator of ESL and Bilingual Programs, who directed the programmatic and compliance components of the district bilingual and ESL programs. The Bilingual Education department had an Instructional Officer for Bilingual Education and three Bilingual Program Facilitators. The Instructional Officer for Bilingual Education guided the bilingual programs throughout the district, including both TWI and one-way dual language, and the Bilingual Program Facilitators were assigned to serve and support the campuses directly with both instructional and compliance components in the bilingual programs. The Bilingual Program Facilitator was assigned to Bluebird Elementary and the other TWI program site. Teachers in TWI received specialized training from the bilingual department, primarily from the Bilingual Instructional Officer and Bilingual Program Facilitators, in addition to standardized trainings that were offered to all bilingual program teachers. This training was specialized for their program needs.

The Elementary ESL Department was staffed with an Instructional Officer for Elementary ESL and four Program Facilitators for ESL programs. The district also had two ELL Professional Development Specialists who provided professional development to bilingual and ESL teachers in elementary and to ESL teachers in secondary education.

Figure 3.1 demonstrates the district to campus structure supporting the Bluebird Elementary TWI program in Jones ISD.

Figure 3.6 *Jones ISD Bluebird Elementary TWI District Program Structure*



Bluebird Elementary.

Bluebird Elementary School served students in early childhood, or Pre-Kindergarten, through fifth grade. The school was nestled into a neighborhood of family homes that was located off a major roadway that led to a state highway. Students who lived in the neighborhood and surrounding neighborhoods attended Bluebird Elementary, and students who participated in the TWI program were from both the zoned neighborhoods and other school zones in the district. Figure 3.7 summarizes grade level information at Bluebird Elementary.

Table 3.6 *Bluebird Elementary Student Grade Level Information – 2015-2016*

Total Students: 777

Grade Level	Class Size Average
Kindergarten	16.5
Grade 1	15.7
Grade 2	15.7
Grade 3	15.9
Grade 4	13.9
Grade 5	16.3

* Source: Texas Accountability Dashboard 2015-2016 Campus Profile

The researcher used the Cardinal Elementary site to pilot the interview protocols for this study, but did not use any data from the Cardinal Elementary site in the study. Protocols were revised based on piloting feedback at Cardinal Elementary, and then utilized at Bluebird Elementary. All data were collected at Bluebird Elementary.

Participants

After approval from the University of Houston Clear Lake Committee for the Protection of Human Subjects (CPHS), and upon receipt of Jones ISD Institutional Review Board (IRB) approval, participants for this study were determined purposively. Seven TWI stakeholders agreed to participate in the study. The Jones ISD Bilingual Instructional Officer and Bilingual Facilitator from the Jones ISD central office, two campus assistant principals from Bluebird Elementary, and three TWI teachers from Bluebird Elementary agreed to participate.

Site participants and key stakeholders.

Two central office administrators were interviewed based on their role with the TWI program. These administrators were selected because of their roles. There was only one Bilingual Instructional Officer for the TWI program, and the Bilingual Program Facilitator selected served the TWI campus being studied. The researcher interviewed the district Bilingual Program Facilitator who serves Bluebird Elementary, and the Bilingual Instructional Officer who supervises the TWI program and the district bilingual program. The Bilingual Instructional Officer and the Bilingual Program Facilitator from Jones ISD Central Office were interviewed regarding their perspectives about TWI implementation in the district.

District Level.

The Bilingual Instructional Officer implemented the TWI program from the district level, guiding the Bilingual Program Facilitators and also providing training for teachers. The Bilingual Instructional Officer supervised the entire TWI program in the

district, and this individual worked with a team of three Bilingual Program Facilitators, who assisted with program implementation. The Bilingual Instructional Officer and the Program Facilitator held knowledge about district decision-making and awareness that the campus stakeholders did not know, and shared this knowledge and their perspectives about different elements of TWI implementation with the researcher. Both the Instructional Officer and the Program Facilitator addressed parent and community questions and concerns in their roles. These perspectives provided district level insight and perspectives.

Bilingual Instructional Officer. The Bilingual Instructional Officer held historical knowledge of the program development and implementation, in addition to knowledge of staff development, student and teacher selection, and future implementation goals of the program. The Bilingual Instructional Officer also had knowledge of the changes to the instructional model, and was involved in policy and procedure decisions at the district level. The researcher gleaned information from the Bilingual Instructional Officer that could be studied along with the knowledge from other stakeholders.

Bilingual Program Facilitator. The researcher also interviewed the Bilingual Program Facilitator that supervised the program at Bluebird Elementary. The Program Facilitator worked directly with the teachers and administration of Bluebird Elementary regarding all areas of implementation of the TWI program. Knowledge, information and perspectives shared by the Program Facilitator informed the study, alongside the views and perceptions of other stakeholders. The district Bilingual Program Facilitator worked

directly with the teachers and administrators in the TWI program, and conducted training for TWI teachers.

School Level.

Two campus administrators at Bluebird Elementary were interviewed. The campus administrators held program leadership knowledge, knowledge about the TWI teachers and students, parental and community involvement, and campus culture. Administrators provided both insight on the registration process, decision-making and possible dilemmas with parents and community, and the collaborative working relationship with the district central office and the TWI site teachers. The campus was staffed with a principal and two assistant principals who served the teachers and students of the school.

TWI Assistant Principals. The campus assistant principals called upon the guidance of the campus principal and the expertise of the Program Facilitator regarding TWI implementation issues. The campus assistant principals rarely interacted with the Bilingual Instructional Officer, and this revealed different knowledge and understandings by the administrators. In addition, the campus assistant principals supervised teachers in the TWI program.

TWI Program Classroom Teachers. Teachers in the TWI program were trained by the district to implement the program goals and curriculum, and knew the different facets of the program, including student learning, teacher planning and collaboration, parental and community involvement, campus culture and leadership. Interviewing teachers from different grade levels and language delivery classrooms provided insight

into the program implementation perspectives throughout the program from the teacher point of view. Interviewing and observing the teachers provided the teaching and learning implementation perspectives that the researcher sought to understand in the TWI program at Bluebird Elementary. The researcher needed the teacher perspectives in order to have a comprehensive understanding of the implementation challenges and successes for the TWI program. All three teachers who met the guiding criteria in the TWI program at Bluebird Elementary, and who accepted the invitation to interview, were interviewed by the researcher. This criteria stipulated that the teachers interviewed were currently teaching in the TWI program and planned to remain teachers in the program the entire school year. Teachers could not be teaching in the program if they did not meet the certification requirements for teaching in the program. The researcher sought entry level TWI and mid—level TWI perspectives, so the teachers were selected based upon their designated grade levels and their willingness to participate. The researcher interviewed a TWI kindergarten English teacher, a TWI first-grade English teacher and a TWI third grade Spanish teacher.

By interviewing two teachers, respectively in kindergarten and first grade, the researcher elicited the entry level perceptions of teachers in the TWI program. The teacher in grade three provided mid-level perceptions. Additionally, those interviewed provided perspectives regarding English and Spanish instruction in the TWI program. The two entry level teachers had different perceptions from the one veteran teacher who was interviewed. The TWI program model utilized a Spanish teacher and an English teacher at each grade level. By interviewing teachers from both language delivery settings, the researcher gleaned understandings and perspectives regarding the challenges

and successes in both English and Spanish content delivery, language development, and student and parental issues. Teachers who were teaching English dominant students in Spanish held different perceptions than teachers who were teaching Spanish dominant students in English, although they held some similar perceptions as well. The researcher used insight into their perspectives to guide observations in the classrooms of the teachers interviewed. Figure 3.8 shows the interview structure and illustrates the site participants and key stakeholders in this study.

Figure 3.2 *Jones ISD – Bluebird Elementary Site Participants and Stakeholders.*

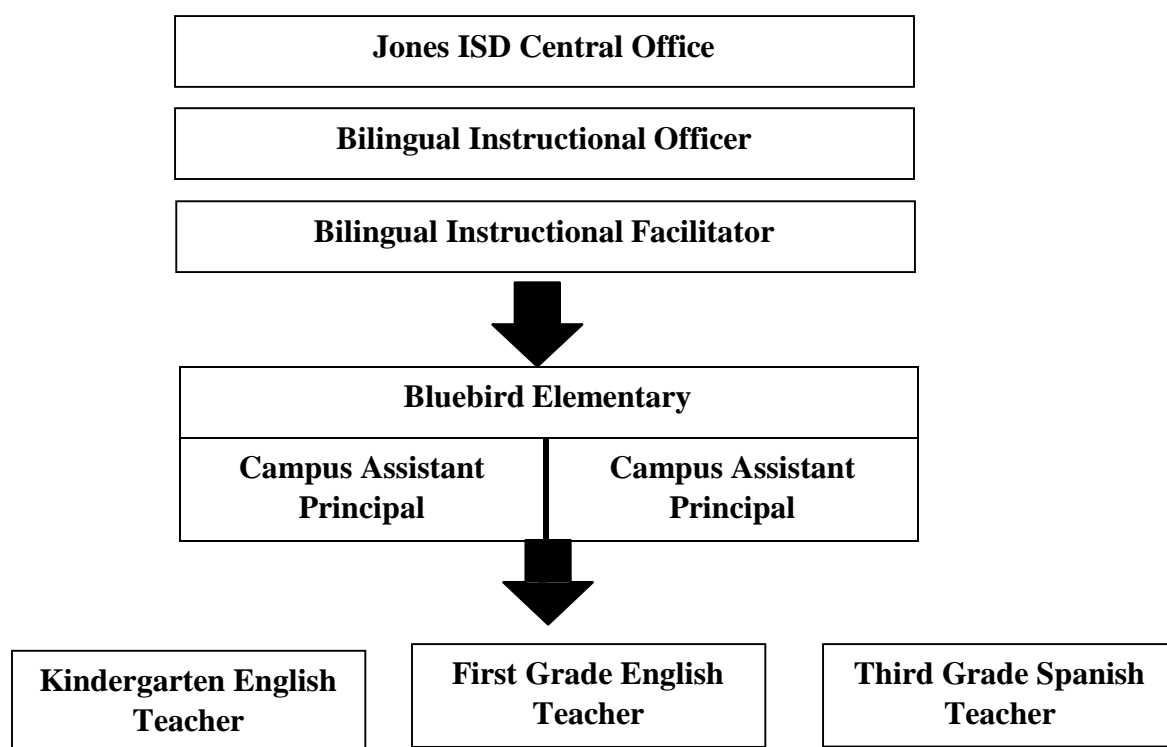


Table 3.7 illustrates the number of key stakeholder interviews that were collected and analyzed.

Table 3.7 *Jones ISD – Bluebird Elementary Interview Table.*

Role	Stakeholder	Number of Interviews
Central Office	Bilingual Instructional Officer	1
	Bilingual TWI Program Facilitator	1
Bluebird Elementary	Campus Assistant Principal 1	1
	Campus Assistant Principal 2	1
	Kindergarten TWI English Teacher	1
	First Grade TWI English Teacher	1
	Third Grade TWI Spanish Teacher	1

Role of the Researcher and Bias

The researcher had experience with TWI program implementation in a different district, and served bilingual and TWI programs in different capacities for over thirteen years. The researcher was a bilingual campus leader, a TWI program supervisor, a TWI program specialist, and an assistant principal at a TWI program site in a district for three years. In addition, the researcher attended national and state conferences addressing TWI program development and instruction, and worked with TWI program teachers on a daily basis in her role.

The researcher minimized bias in the research by implementing triangulation in the data collection process. By interviewing multiple stakeholders, taping and transcribing interviews, compiling field notes after interviews, conducting member checking with all

who were interviewed, and conducting observations, the researcher provided for stakeholders to voice their true perspectives and opinions regarding the challenges and successes of TWI implementation (Lichtman, 2011). In addition, the researcher kept field notes on all observations in the classrooms. The researcher was employed in the district where the TWI program model was implemented and the data were collected, and not only understood teacher and administrator perspectives from Bluebird Elementary but was responsive to the TWI program issues and perspectives (Fitzpatrick, Sanders, & Worthen, 2011). The researcher, as an insider at a TWI campus, gathered data from TWI teachers regarding TWI implementation, as well as from the central office administrators, campus administrators, and support personnel who served the program. Because the researcher was not a full participant observer in this study, but an observer-as-participant, there was the possibility that the researcher could not obtain an insider view like that of a full participant observer. However, because the researcher was a member of Jones ISD and the learning community, the researcher could obtain insight into backstage behavior, or what participants say and do in reality with little acting, while still maintaining neutrality and objectivity (Johnson & Christensen, 2004).

As a member of the Jones ISD, the researcher knew and understood the beliefs and values of the Jones ISD and this research could impact and possibly improve the dialogue surrounding the TWI program implementation in Jones ISD (Mathison, 1999). This research also could lead to a better, more comprehensive understanding, on the part of all stakeholders, about TWI implementation. This thorough and comprehensive depiction of the successes and challenges in a district TWI implementation could help inform other districts about the implementation process or in deliberations regarding implementation.

Operational Definitions

English Language Learner (ELL): Students who are not proficient in English, as determined by English Language Proficiency assessments, and who need instructional support to access class academic content (Ballantyne et al., 2008).

Dual language, TWI (TWI). A bilingual program that emphasizes educational opportunity for both English and non-English-speaking children. It integrates native English speakers and Spanish speakers (two populations of students) within a class, providing equal instruction in both languages (50% English and 50% Spanish). The program focuses on eliminating the academic achievement gap that currently exists between English and Spanish speaking children (Alanís, 2008; Ballinger, 2011; Thomas & Collier, 2003).

Transitional Bilingual Education. A bilingual program that serves Spanish speaking students identified as limited English proficient. Students acquire academic English through listening, speaking, reading, and writing activities within the content areas. Academic subjects are taught to all students in both English and Spanish, with gradual transition to the second language (L2) of English (Alanís, 2008). For example, in grades PK – first grade, 10% of the instruction may be in English and 90% in Spanish. In grade 2- 70% of instruction is provided in Spanish, and by grade 3 - 50% of instruction is taught in Spanish. By 5th grade, students are in all English instruction. English instruction increases as students are being prepared for the English rigor at the junior high level.

Home language survey. A state-mandated questionnaire completed by parents during registration that ascertains languages spoken in the home and language preference of the

registering student. The questionnaire includes questions such as, is a native language other than English spoken in the home? If yes, what language? Who speaks this language (mother, father, student, siblings)? (TAC, Chapter 89).

Sheltered Instruction Observation Protocol (SIOP) Model. A model of sheltered instruction that organizes classroom instruction for ELLs into an instructional framework that includes eight components and thirty features of effective instruction (Echevarria, J. & Vogt, M., 2010).

GLAD. A professional development model for language and literacy, developed by the U.S. Department of Education, designed to promote academic achievement, English language acquisition, and cross-cultural awareness (GLAD, 2014). The model promotes effective student to student and student to teacher interactions that develop high-level language and literacy development (GLAD, 2014).

Research Design

The researcher used a qualitative descriptive case study approach (Johnson & Christensen, 2004). The questions posed by the researcher were:

What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program in Jones ISD?

What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program in Jones ISD?

What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program in Jones ISD?

The qualitative approach allowed the researcher to investigate in-depth the perspectives of the key stakeholders in a TWI program implementation in a district and the key contributing factors associated with TWI implementation in Texas. Typically, a qualitative researcher will generate preliminary questions at the beginning of a research study, adapting the questions as needed through data collection and analysis, leading to fluid and emergent research (Johnson & Christensen, 2004). The qualitative researcher is a detective, exploring phenomena in an open-ended way that lacks preconceptions (Johnson & Christensen, 2004).

A case study enables the researcher to provide a holistic description of a case, such as the TWI program implementation in Jones ISD, while addressing questions and issues and finding themes, issues and implications of the implementation processes (Johnson & Christensen, 2004). By using a case study approach, the researcher can explore the phenomena while describing connections and processes related to the TWI program. A case is a bounded system with a clear identity, and in this study, the case is the TWI program implementation at Bluebird Elementary in Jones ISD. In order for the researcher to explore the system, the researcher first needed to understand how it operated and how the different parts of the system operated together (Johnson & Christensen, 2004). This was determined through careful study of the context and data regarding the TWI program in Jones ISD.

The researcher collected data that described the perspectives of key stakeholders in the TWI program in Jones ISD. These stakeholders included teachers, campus leadership, district support personnel and district leadership. All of these stakeholders played a role in the implementation and planning for the TWI program in Jones ISD. By

using a case study analysis approach, the researcher, through interviews and observations, gleaned the perspectives of stakeholders regarding many contributing factors to TWI implementation, and those perspectives were shared in detail with the researcher. It was not enough to gather the characteristics, practices and policies of the TWI program implementation; the researcher also gathered how the different characteristic, practices and policies connect and overlap, and how communication played a role in this process. This approach allowed the participants to express and explain their reasoning for their perceptions. The researcher gathered relevant insight into their perspectives in this manner. Ultimately, the researcher was able to analyze and synthesize the participant perceptions through exploring, listening, documenting, comparing and contrasting, and describing the TWI implementation process in Jones ISD. The researcher found out what worked well in TWI implementation in Jones ISD, and what areas of improvement or refinement were perceived to be needed in model implementation. The researcher provided a sufficient description of the TWI program from multiple perspectives so that other districts that are considering implementation of a TWI program can learn from this experience. This will perhaps aid in the implementation of a TWI program in other districts. Jones ISD may also benefit from evaluating and refining its TWI implementation based on the findings in this study.

Data Collection Procedures

The researcher secured formal approval for the study from the University of Houston – Clear Lake CPHS committee and from Jones ISD through an IRB application. Upon approval from the CPHS and the district IRB committee, the researcher collected all data. Participants were informed of the scope and purpose of the study prior to the

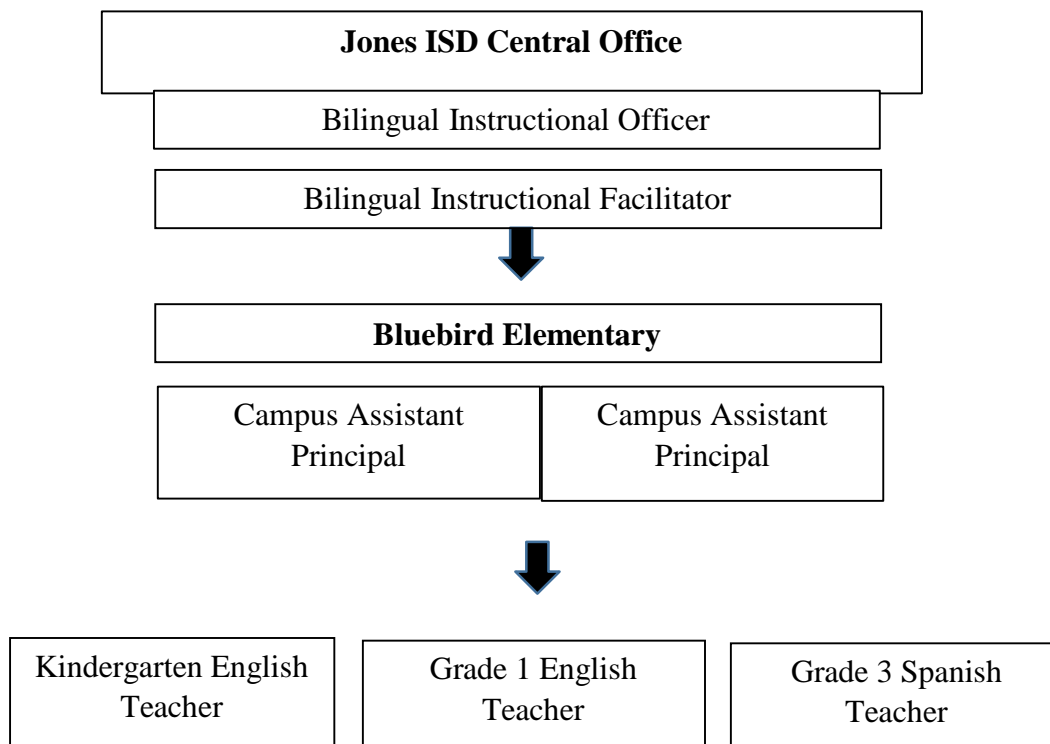
beginning of the study. The qualitative research design was a case study of the Bluebird Elementary TWI program implementation.

Interviews.

Data collected for this case study included interview results. Those interviews consisted of standardized open-ended questions designed to gather in-depth information from the participants, including their feelings, knowledge, thoughts, beliefs, understandings and motivations about TWI program implementation at their campus and in their district (Johnson & Christensen, 2004). The researcher used the interview guide approach when crafting interview protocols that included specific open-ended questions that explored specific topics within the program (Johnson & Christensen, 2004). (See Appendices B-E). The same topic areas was used with all interviewees. The researcher constructed the interview protocol using language acquisition and dual language instruction theory, and incorporated questions that addressed specific topics related to the components of the *Guiding Principles for Dual Language Education* (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). The researcher utilized the *TWI Evaluator Toolkit Attitudinal Data Questionnaires* (Center for Applied Linguistics, 2016), along with the *Guiding Principles for Dual Language Education* document from the Center of Applied Linguistics (CAL), to construct the interview protocols (Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Interview protocols were developed as a result of overarching themes in the literature to gather perspectives and data from key stakeholder participants regarding TWI implementation in Jones ISD. Those participants included central office TWI leadership and support staff (Appendix C), TWI campus leadership (Appendix D), and

TWI teachers (Appendix E). Interviews were scheduled for 30 to 45 minutes each and were recorded and transcribed. Figure 3.10 shows the participant structure for the interviews.

Figure 3.3 *Jones ISD and Bluebird Elementary Interview Participant Structure*



Piloting protocols. The researcher piloted the interview protocols with a panel of experts including TWI support personnel and administrators from another area district and TWI teachers at Cardinal Elementary, the program site where the researcher was not employed. Those teachers and administrators, who were in similar positions to those at Bluebird Elementary, provided insight into whether the questions would reveal knowledge and perspectives about the program and also suggested other questions that could solicit more information. The piloted interview protocol was revised as needed.

The data from the piloted interview protocol was not used in this study. The purpose of piloting the interview protocol was to hone the protocol so that a more appropriate protocol could be used for the study.

The interviews were conducted using the interview protocols with TWI program teachers at Bluebird Elementary, campus administrators at Bluebird Elementary, and Jones ISD central office bilingual program administrators (See Appendices B through E). Teachers were asked to participate in an interview, and had the option to decline to interview.

Appendix B is the general participant information, and Appendix C is the interview protocol for central office administrators. Appendix D is the protocol for campus administrators, and Appendix E is the interview protocol for teachers in this study. The questions were structured in an open-ended format, and the researcher reserved the right to ask follow-up questions to gain deeper insight into the perspectives of the participants. Interviews were conducted before or after school with TWI program teachers, campus administrators, and central office administrators. Interviews were conducted one-on-one and were recorded and transcribed. Member checking was conducted, with transcribed interviews being reviewed by the interviewees to ensure that the responses are accurately reflected.

Field Notes.

The researcher wrote field notes after each interview conducted, in order to capture the contextual information of the interview. This included body language, behaviors, hesitations and expressions of those interviewed. This could not be captured on a recording, and thus the researcher had additional data to reflect upon when analyzing

the results of the interviews. The field notes were based on the observations of the researcher while conducting the interview.

Observations.

According to Johnson and Christensen (2004), researchers are observers of the behavioral patterns in order to gain insight into the phenomena they are studying. Observations are an important component of qualitative research because they reflect participant actions, and attitudes and observable behaviors do not always align (Johnson & Christensen, 2004). After interviews were completed, the researcher conducted naturalistic observations of the teachers in the TWI program study, in order to see their behavior in the TWI teaching and learning environment. The observations were conducted during the language arts block, in order to observe literacy instruction in both languages with both groups, and were forty-five to sixty minutes in length each. Each teacher was observed one time. A total of three observations were conducted after the interviews were complete. Figure 3.11 shows the observation schedule.

Table 3.8 *Bluebird Elementary Observation Schedule.*

Teacher Language and Grade Level	Number of Observations Conducted
Kindergarten English Teacher	1
First Grade English Teacher	1
Third Grade Spanish Teacher	1

The researcher approached the observations as an opportunity to observe relevant phenomena in the TWI classrooms, and explore teacher and learner behaviors. The researcher used guidelines for directing qualitative observations that included exploring

the *who, what, where, when, how* and *why* of the observational time period. The researcher took field notes, during and after the observations, and edited the observation field notes as soon as possible after taking them in order to ensure accuracy. The researcher took the interaction role of an observer as a participant, because the participants knew they were part of the research study and the interactions with the participants were limited and brief (Johnson & Christensen, 2004). Because the purpose of the observations was to explore phenomena, the researcher did not enter the observations with specific criteria for what would be observed; rather, the researcher entered the field with the research questions, an exploratory mindset and an eagerness to learn more about the context and participants in the TWI program.

A code was assigned to each individual interviewed and in order to identify and connect the interviews with the teacher observations. For example, the TWI kindergarten English teacher was assigned the code TWIKE. The third grade TWI Spanish teacher was assigned the code TWIS3.

Table 3.9 *Codes for Participants*

Position Held in Jones ISD	Code Assigned
Bilingual Instructional Officer	BIO
Bilingual Instructional Facilitator	BIF
Campus Assistant Principal	AP1
Campus Assistant Principal	AP2
TWI Kindergarten Teacher English	TWIKE

TWI First Grade Teacher English

TWIE1

TWI Third Grade Teacher Spanish

TWIS3

Documents.

Secondary data were collected as well, in the form of archival documents. This data was used with other data collected in the study to corroborate findings and inform the context of the study (Johnson & Christensen, 2004). According to Yin (2009), this data added value to the study by adding detail to other data collected and informed the researcher so that information could be questioned to the fullest degree. The archival documents collected regarding the TWI program in Jones ISD were analyzed. The researcher collected documents from Jones ISD that informed TWI program knowledge for the researcher, including TWI program guidelines, TWI program information for parents, TWI parent notifications and pamphlets, district dual language explanation documents, training agendas, emails and meeting notes, and district TWI archival demographic data.

Ethical Considerations

The participants in this study were asked to voluntarily participate in this study, and only those who agreed to participate were included. Participants were coded for interviewing and observations, and when identifying information revealed itself in the data, codes were used to protect their confidentiality. The researcher conducted this study at the program site where she is not employed in order to minimize bias, as the researcher is a campus administrator at one of the other TWI program sites.

Data Analysis Procedures

The use and analysis of multiple methods and data sources, or data triangulation, were used in this study (Johnson & Christensen, 2004). Any data collected throughout the study was used to inform the understanding of the researcher about the research questions. The researcher examined all data collected and reported on the primary case, which in this study is the TWI program implementation at Bluebird Elementary, as well as other units of analysis in the study, including central office, administrator, and teacher perspectives. The researcher analyzed data in its entirety, analyzing the responses of the various participants for similarities and differences, or patterns across participant responses (Johnson & Christensen, 2004). This analysis allowed the researcher to make comparisons about perspectives within the site and draw conclusions based on the data collected.

The researcher conducted in-field analysis while examining and analyzing interview responses and field notes taken by the researcher. This served as preliminary data analysis. Finally, documents collected were analyzed in relation to the perspectives gleaned through interviews and observations, in post-field analysis. Throughout this process of data analysis, the researcher examined and reconstructed the realities of the participants and their multiple viewpoints, in order to present a clear and descriptive holistic view of the case and context (Johnson & Christensen, 2004). The researcher related findings back to the review of the literature throughout the analysis process.

The researcher used a qualitative descriptive case study method, where there is a constant and evolving relationship between the researcher, the data, and the developing

theory (Johnson & Christensen, 2004). The researcher continually, throughout the data collection and analysis, asked questions of the data to determine what the data revealed.

The researcher used three stages of data analysis in this study. The researcher examined interviews and observation responses within the various levels of teachers, looking for recurring themes. The researcher examined data across levels of teachers comparing, for example, beginning level teachers with mid-level teachers. The teacher data was compared to school level academic support and administrator data and district level administrator data, along with archival data to look for themes and patterns. The researcher examined the initial data collected through interviews and observations, identifying and labeling important words and phrases in the transcripts of the interviews. Patterns, which repeatedly occurred, emerged from the interviews with stakeholders who taught in the program and who led the TWI program, both at the campus and central office site. The researcher identified themes, found concepts in the data and categorized them, among the interviews and subsequent observations of teachers at the TWI program site. Documents informed this coding as well. The emerging categories or themes were examined for relationships and the elements of the TWI implementation process, through the use of reflective questioning by the researcher. What does this mean? Why does this pattern or relationship occur? The researcher found emerging patterns by reflecting on the data and results from coding. During this phase of data analysis, the researcher rechecked the patterns with the data and used the theory in the review of the literature to find both additional data and significance. The researcher achieved theoretical saturation (Johnson & Christensen, 2004). The researcher also looked for outliers, or those perceptions or patterns that did not align with the data, in the data, using Analytic

Induction (Cassell & Symon, 2004). Findings were compared from different sources, including the interviews, the observations, and the archival document data, in order to achieve triangulation of the data. The researcher was able to develop a descriptive view of TWI implementation in Jones ISD, based on the multiple perspectives of the participant stakeholders in the program.

Validity

The researcher invited stakeholders from Jones ISD who directly participated in or made decisions for the TWI program implementation at Bluebird Elementary. Those stakeholders included central office administrators and support personnel, campus administrators and support personnel, and teachers from different grade levels in the TWI program at Bluebird Elementary. The researcher conducted robust interviews with each participant, and then observed in the classrooms of teacher participants. Documents were collected from district archives and throughout the study to inform the data collection and provide triangulation of data between interviews, observations and the data in the documents. Multiple perspectives were obtained by including participants from different facets of the TWI program. Teachers were selected from different grade levels and language delivery settings in order to give a more comprehensive perspective of the program implementation through the eyes of the teacher as stakeholder. Multiple perspectives from different roles involved in program implementation provided triangulation of the data.

Johnson and Christensen (2004) describe validity in qualitative research as research that is defensible because it is credible, believable and trustworthy. The researcher asked for voluntary participation in this study in order to minimize researcher

bias. Researcher bias can result from selective recording of interviews, selective observations, and the erosion of researcher beliefs to affect how data is analyzed (Johnson & Christensen, 2004). The researcher avoided this bias through requesting voluntary participation, followed by observing those who wished to be observed, and faithfully recorded observations in field notes. The researcher used reflexivity, by self-reflecting throughout the data collection and analysis in order to attempt to control researcher bias or perspective. Using what Johnson and Christensen (2004) call interpretive validity, the researcher used participant feedback, or member checking, with interviews in order to ensure that the data collected in interviews was accurately reflecting what the participant stated or meant in the interview. Essentially, using member checking, the researcher was getting inside the head of the participants by seeing things through their eyes and accurately reflecting what they see and feel (Johnson & Christensen, 2004). Interviews were fully recorded and transcribed verbatim from the recording prior to member checking. Field notes were kept throughout the study, and a description of any changes that occurred throughout the study were included in the results. The researcher used low-inference descriptors, or descriptive phrasing very close to that used by the participants, in the study so that the reader could hear how the participants think and feel about their experiences or the issues (Johnson & Christensen, 2004). All data collected by the researcher, including documents, interview transcripts, and observation and interview field notes, is kept in locked storage at the office of the researcher, and will be destroyed after five years. Finally, triangulation, or using multiple research methods and data sources in the study including interviews, observations and document collection and analysis increased validity. The researcher used methods of

triangulation, or more than one method of data collection in the study, by conducting interviews, observations and collecting archival and ongoing documents as data. In addition, the researcher used data triangulation by using multiple data sources in this study. The data sources include the member-checked transcripts from the interviews, researcher field notes compiled after each interview, field notes on observations in TWI classrooms, and archival and current documents collected throughout the study that informed the researcher about the TWI program implementation. The researcher ensured that all of the aforementioned elements occur in order to ensure high validity in the study. The researcher provided external validity by providing a rich context for the study, including robust information about the participants, the setting, the program elements, the relationship of the researcher to the participants, and the methodology used to conduct the study. This enabled the results to be more generalizable to other TWI programs being implemented in other districts in both the state of Texas and the greater United States.

Reliability

The researcher piloted the interview protocol with representatives of each stakeholder group, including teachers from Cardinal Elementary and campus and central office administrators in a neighboring district with a similar TWI program model. After piloting the interview protocols, the researcher refined the protocols based on feedback from the pilot. The researcher followed the same procedure for interviewing and observing with each participant. The relationship of the researcher to the study was disclosed at the research site.

Generalizability

Ultimately, the goal of the researcher was to be able to analyze and synthesize the participant perceptions through exploring, listening, documenting, and describing the TWI implementation process in Jones ISD. The researcher sought to find out what worked well in TWI implementation in a school district like Jones ISD, and what areas of improvement or refinement were perceived to be needed in implementation. The researcher provided a sufficient description of the TWI program from multiple perspectives so that other districts that are considering implementation of a TWI program can learn from this experience. This will perhaps aid in the implementation of a TWI program in other districts. Jones ISD may also benefit from evaluating and refining its TWI implementation based on the findings in this study.

Because of the rich context and analysis provided in the study, the researcher believes that other school districts in the state of Texas that have similar settings and program models will benefit from learning from this experience. Districts that are considering the implementation of a TWI program using this model may find this study useful when planning implementation, and may apply some findings to their own TWI program. Other researchers may elect to conduct similar research with other TWI programs, and obtain similar findings. Thus, what Yin (1994) called replication logic may apply with this study and future studies (Johnson & Christensen, 2004).

Limitations

The researcher only collected data at one TWI site in Jones ISD. As a result, the researcher conducted this study with a limited number of central office and campus administrators, and teachers. However, the researcher committed to a robust exploration of the selected TWI program site. Another limitation to this study was that participants had the choice to volunteer for the study, rather than automatically being enrolled in the study. The researcher was unable to access the perspectives of potential participants who choose not to participate in the study.

Summary

This research study used a qualitative descriptive case study analysis (Johnson & Christensen, 2004) to explore the perceptions of central office administrators, campus administrators, and teachers in a TWI program model implementation in Jones ISD. Understanding these perspectives provides deeper insight into the implementation of a TWI program in a district. The case study analysis approach allowed the researcher to explore and describe different perspectives within a TWI program site, at different levels of implementation. Teacher perspectives were compared and contrasted with campus administrators and the central office personnel who oversaw the implementation of the program. The researcher was able to explore the successes and challenges of TWI program implementation, based on multiple perspectives with both similar and different concepts and themes. The researcher learned about practices, structures and processes that affect TWI program implementation, and gained a better understanding of how TWI programming functions in a district and how it can be improved to better meet the needs of students in the program. Understanding the practices, processes, and structures could

inform the district and TWI program implementers on successes and challenges that affect implementation, thus leading to change in professional development, design, and programming. It could also impact the awareness and understanding of teachers in the TWI program.

CHAPTER IV

RESULTS

Districts are implementing different models of bilingual education to meet the needs of their growing ELL populations, and TWI programs are among these models (Alanís, 2008; Ballinger, 2011). Districts that are implementing TWI programs must consider many elements when deciding how to implement a TWI model, and have structures to ensure that the model is being implemented effectively according to model expectations. Implementation considerations include teacher professional development, instructional expectations, implementation fidelity, effective school structures for implementation, and administrative leadership. These all contribute to TWI program success (Calderón, Slavin, & Sanchez, 2011).

This case study was conducted in the spring semester of 2017 in a district that is implementing a TWI 50/50 model in order to explore the perceptions of TWI dual language teachers and TWI dual language administrators regarding TWI 50/50 model implementation issues. The researcher was able to probe perceptions and experiences of different stakeholders in the TWI 50/50 model, which provided insight into how the model implementation functions in Jones ISD. The researcher asked three questions in the case study:

Research Question 1 – What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 2 – What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 3 – What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program at their campus?

The researcher used a qualitative case study methodology (Johnson & Christensen, 2004) based on language acquisition theory and TWI program best practices to reveal the perceptions of teachers, administrators and central office program personnel in the Jones ISD TWI program. The researcher conducted interviews with seven TWI district implementers, including three TWI teachers from different grade levels and different language delivery settings, two TWI campus administrators, and two TWI central office administrators. These individuals were selected to participate in the case study because they were direct or indirect implementers of the Jones ISD TWI program model. The interview results portrayed in-depth perceptions of the participants, including their feelings, knowledge, thoughts, beliefs, understandings and motivations about TWI program implementation at the campus and in the district, and this was supported by interview field notes, teacher observations, and district TWI archival documents regarding TWI implementation. The results reflected the realities of the participants and their multiple viewpoints, and presented a clear and descriptive view of the implementation of the Jones ISD TWI model.

Seven district TWI participants agreed to voluntarily participate in the study. The researcher identified seven themes that emerged from the data collected. Subthemes emerged from these themes. These themes will be discussed in the next section of this chapter.

Interview Biography Briefs.

Each educator interviewed for this study was identified in this study by a pseudonym. The figure below shows the pseudonyms assigned.

Table 3.10 *Bluebird Elementary Codes for Participants*

Position Held in Jones ISD	Code Assigned
Bilingual Instructional Officer	BIO
Bilingual Instructional Facilitator	BIF
Campus Assistant Principal 1	AP1
Campus Assistant Principal 2	AP2
TWI Kindergarten Teacher English	TWIKE
TWI First Grade Teacher English	TWIE1
TWI Third Grade Teacher Spanish	TWIS3

The Bilingual Instructional Officer (BIO) for Jones ISD, named Camila (pseudonym), has worked in education for twenty years, and eleven of those years were with Jones ISD. She was an elementary bilingual education teacher, a dyslexia teacher,

an academic support teacher, an instructional coach, and an assistant principal. She taught kindergarten, second grade, fifth grade, seventh grade and eighth grade, but had not taught in a TWI program. She holds multiple degrees, including a Bachelor of Arts (B.A.), a Master's in Education (M.Ed.) and an Ed.D. She is certified in Bilingual, ESL, Spanish and Mid-Management (administration), and has not taken any college classwork regarding TWI teaching. She supervised the one-way and two-way dual language bilingual programs in Jones ISD, and the Bilingual Instructional Facilitator (BIF) was under her supervision.

The Bilingual Instructional Facilitator (BIF), Maria (pseudonym), has worked in education for fifteen years, with eleven of those years in Jones ISD. She taught second grade dual language bilingual in another school district, taught eight years as a fourth grade one-way dual language bilingual teacher, and then taught three years as a TWI Spanish teacher. She taught TWI Spanish at the other TWI site in Jones ISD. She served as the Bilingual Instructional Officer for Jones ISD. She holds a bachelor's degree and is certified in Bilingual Spanish for Early Childhood (EC) through fourth grade. She had completed twelve hours of college coursework in dual language acquisition. The BIF was directly supervised by the BIO and she worked directly with the two TWI campuses in Jones ISD, supporting the implementation of the TWI model by providing resources, training, and on-site support. She also handled the registration and placement process for potential and current TWI students.

Two Assistant Principals were interviewed in this study. AP1 has been in education for fourteen years and was in his third year with Jones ISD. In previous years James (pseudonym) was a resource teacher in special education, a behavior

interventionist, a behavior teacher, and a science teacher. He taught grades Kindergarten through twelve (K-12), and had no TWI teaching experience. He has an undergraduate degree in special education, and a master's degree in Theology and Education Administration. He holds special education certification in grades K-12, and had not completed TWI college coursework.

The other Assistant Principal interviewed, AP2, had thirty-two years in education. Twenty-five of those years were with Jones ISD. Rachel (pseudonym) was a music teacher, an ESL teacher, a Title 1 teacher, an assistant principal and a principal. She had no TWI teaching experience, and holds degrees from three different universities, including 60 plus hours in an education doctoral program, in which she completed coursework but did not complete the dissertation. She holds a superintendent certification, mid-management (administration) certification, ESL certification and K-8 Comprehensive certification. She had no college coursework in the area of TWI, but had been a TWI administrator for eight years.

AP1 and AP2 were directly supervised by the Bluebird Elementary campus principal, who was brand new to the campus the year this study was conducted. The Assistant Principals in turn supervised the teachers at Cardinal Elementary, including those in the TWI program on campus. They helped to implement the vision of the campus principal and worked with campus instructional coaches, academic support teachers, and teachers in all programs on campus. They evaluated TWI teachers as well.

The TWI Kindergarten Teacher in English (TWIKE), Elena (pseudonym), was new to Bluebird Elementary and the TWI program. She had previously taught for nine

years in another school district, teaching general education classes and ESL. This was her first year at Bluebird Elementary, and her partner was new as well.

The TWI First Grade Teacher in English (TWIE1) named Susan (pseudonym) taught for ten years and seven of those years were with Jones ISD. She taught first grade, third grade and fourth grade previously, and taught in the Auditory Impaired (AI) program at Bluebird Elementary. Her experience in TWI was teaching first grade in English, and she also had a daughter in the TWI program at Bluebird Elementary. She has a BA in Interdisciplinary Studies Grades 1-8 and she holds teaching certification in Elementary 1-8, Music and ESL. She had no college coursework in TWI.

The TWI Third Grade Teacher (TWIS3) named Alma (pseudonym) taught for five years in education and all of those years were with Jones ISD. Alma taught TWI third grade TWI in Spanish and previously taught third, fourth and fifth grade one-way dual language bilingual classes. She applied to teach in the TWI program, because “I was the bilingual teacher in fourth grade for four years and I heard that this position was going to be open. I’m a huge supporter of the TWI program and I wanted to a part of it, and I got it.” In the TWI program she taught Spanish reading, writing and social studies. She holds a bachelor’s degree in Bilingual Education and Interdisciplinary Studies, and is certified EC-6 Bilingual Spanish. She has no TWI college coursework.

The TWI program at Bluebird Elementary integrated native English speakers and native Spanish speakers in instruction with the goal of biliteracy. Language learning was integrated with content instruction and all subjects were delivered instructionally to students in both English and Spanish. Students did not exit the program earlier than six years in the program, and the model was offered at two campuses in Jones ISD.

Sheltered instruction and language bridging techniques were used to teach the content standards, or Texas Essential Knowledge and Skills (TEKS), and to develop language with the goal of academic language proficiency in both English and Spanish.

Summary of Findings

The researcher intended to discover what TWI implementation successes and challenges existed at Bluebird Elementary and in Jones ISD, through analysis of stakeholder perceptions regarding implementation issues of the TWI 50/50 model. The researcher examined implementation perceptions of teachers and campus administrators in the Bluebird Elementary TWI program, as well as central office administrator perceptions regarding the Jones ISD TWI program.

This case study examined key implementation challenges and successes that exist in TWI program implementation in Jones ISD. Additionally, the case study revealed that teachers, administrators and district leadership shared similar perceptions for some implementation issues, and different perceptions for others. Data analysis of these perceptions revealed seven themes in TWI implementation, while giving insight into implementation structures that were successful and others that were challenges and may need to be addressed in Jones ISD to support ongoing effective implementation.

The themes that emerged as successes and challenges in the data analysis were instructional implementation, staffing, model implementation fidelity, professional development, student selection and marketing, parental involvement and communication, and district and campus support networks. Subthemes also emerged from these themes. Figure 3.14 shows the relationship of the themes revealed in the data analysis.

Figure 3.4 *Jones ISD TWI Implementation Themes*

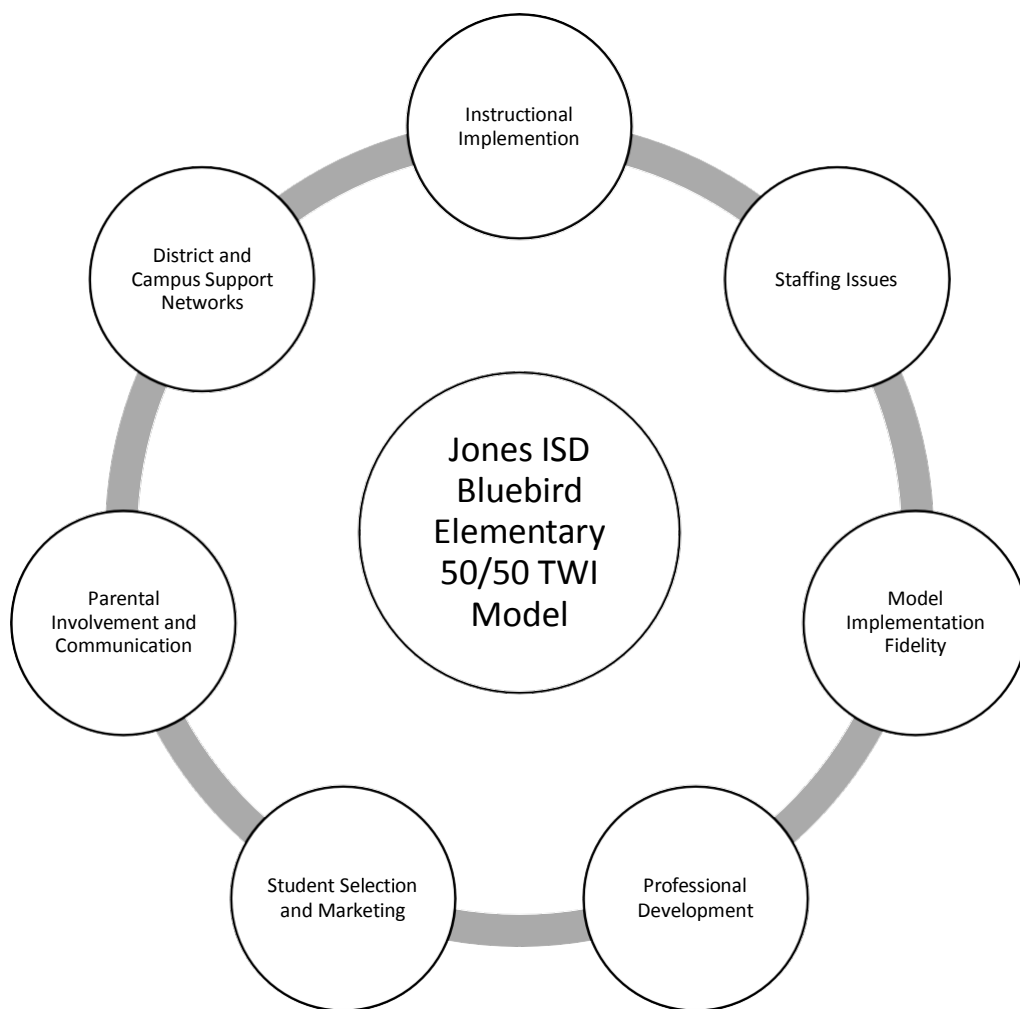


Table 3.15 shows the codes assigned to the participants in the study. These participants were implementers of the Jones ISD 50/50 TWI model.

Table 3.15 *Codes for the Participants*

Position Held in District	Code Assigned
Bilingual Instructional Officer	BIO
Bilingual Instructional Facilitator	BIF
Assistant Principal	AP1
Assistant Principal	AP2
Kindergarten TWI English Teacher	TWIKE
First grade TWI English Teacher	TWIE1
Third grade TWI Spanish Teacher	TWIS3

Instructional Implementation.

Stakeholders at Bluebird Elementary shared their perceptions about TWI instruction through interviews, and the researcher observed that their instructional delivery aligned with their perceptions. An analysis of the data, including interviews, archival document review and observations, revealed there were successes and challenges with TWI instructional implementation. These successes and challenges existed with resources and planning, staffing, and model implementation fidelity.

Planning.

Teacher stakeholders identified the issue of resources as a challenge in implementing the TWI model at Bluebird Elementary. The three areas of resources that

emerged from the data were time, materials and planning. The challenge with the resource of time was both planning time and the amount and type of time that teachers received administrative support. The issue with resource materials primarily was an issue for the Spanish teacher in TWI.

Teachers at Bluebird Elementary followed a planning system developed by their administrative team, which included weekly planning as a grade level team. Lesson planning was done with the Texas Essential Knowledge and Skills (TEKS) and the district unit plans for each content. TWI teachers also planned with the language of instruction in mind, because one partner delivered the content in English and the other delivered it in Spanish. Figure 3.15 shows the language of instruction plan for the TWI model at Bluebird Elementary for grades K-5.

Table 3.11 *Bluebird Elementary Language of Instruction Grades K-5*

Grade Level	ELA (English Language Arts)	SLA (Spanish Language Arts)	Math	Science	Social Studies
Kindergarten	English	Spanish	English and Spanish	English and Spanish	English and Spanish
1st	English	Spanish	English	Spanish	English and Spanish
2nd	English	Spanish	English	Spanish	English and Spanish
3rd	English	Spanish	English	English	Spanish
4th	English	Spanish	English	English	Spanish
5th	English	Spanish	English	English	Spanish

Each teacher interviewed described their planning process. Elena (TWIKE) in kindergarten stated that she planned an hour and a half weekly with her team, and then planned another hour and a half with her partner, tweaking the plans developed with her team so that they worked for her TWI classroom. Susan (TWIE1) in first grade shared “We spend one planning period, so that’s an hour-ish, and then we do one day of content planning also, so two hours a week” and she added that they plan “about another hour a week with the Spanish teacher, (partner).” The perception of planning from the point of view of a Spanish teacher in the TWI program was in stark contrast to the perceptions of Elena and Susan. While Elena and Susan spent two to three hours planning with their team and TWI teammate, Alma spent more time planning and that time was spent differently. Alma (TWIS3), who taught Spanish in third grade shared

“Instructional planning is once a week, about an hour. If it is TWI specific planning I would say about four hours a week. Because with my team we talk about, yes, we do talk about the skills and the content but the book they’re using is not the book that I’m using because I can’t find it in Spanish, or they already have pre-set books that they’re going to do in book club or so forth, and I don’t have any of those. So I spend, like I said, a lot of time looking for resources.”

There were successes and challenges with instructional implementation. A success with planning in TWI was that teachers instructionally planned on a weekly basis with their team. A challenge for TWI teachers was that the TWI Spanish teacher spent most of her planning time looking for quality Spanish resources for her teaching, while TWI English teachers had many available materials. Another challenge all TWI teachers faced was that they were obligated to spend up to at least four additional hours

weekly planning specifically for the TWI model. While other teachers went back and “tweaked” their lesson plans for their unique classrooms after team planning, TWI teachers had to plan additionally for language of instruction, bridging the learning between contents and languages, and compacting their lesson delivery in two languages into the same allotted amount of time that other teachers used. This posed a real challenge for planning, but TWI teachers did do it willingly in Jones ISD.

Resources. Material resources for planning and instructional delivery was a recurring issue for Alma (TWIS3).

“I spend most of my time, I would say, in finding resources in Spanish. Because they’re not as easily available as they are in English. For example, let’s just take one. Brain pop (an online technology warehouse for video lessons used in the district). Brain pop in Spanish starts at the fourth grade level. So I couldn’t use it with my kids because the Spanish is too high. K? Same thing, let’s say we’re dealing with biographies and we want to do book clubs...we don’t have enough biographies for all the kids. So I think I spend a lot of time writing my own stuff, like my own narratives...uh, my own writing prompts, and such things like that.”

According to district documents, Alma was required to follow the unit plan provided for third graders. She provided reading, writing and social studies instruction to two groups of students in Spanish. Her partner in English followed the same unit plan, but used English resources and delivered the content in English. As partners, they could not share the same resources to deliver the content. Alma noted a great need for leveled readers, technology applications, mentor texts and writing examples that align with the state expectations in Spanish. She previously taught in the Spanish bilingual one-way

dual language program at Cardinal Elementary, and now as a TWI teacher she is required to share campus Spanish resources with the one-way dual language bilingual teachers. There were not enough resources for the Spanish teachers in both programs.

In contrast to Alma, the TWI Spanish teacher, TWI English teacher Susan (TWIE1) shared that she had ample material resources. Susan taught first grade TWI in English and had experience teaching in the Auditory Impaired (AI) program and in general education with ESL students. Regarding having enough resources, she expressed

“I think I have...at the beginning of the year I didn’t, but when the bilingual funding came in, I think I got...because I got to choose for my kids, and so I had a budget and I got everything I needed for these kids, and I’m sure that next year if there’s more in the bilingual budget, if I have a different kid who need something else, I’ll be able to get whatever they need. Um, so no, I don’t need...this campus being bilingual and Title 1, there’s lots of funding. So we have plenty, I think. Other people might disagree with me but I don’t.”

Susan shared resources with general education teachers on her team. She delivered English Language Arts and math in English to both groups of students in TWI first grade.

Echoing what Susan expressed about materials and resources, Elena (TWIKE) in kindergarten added that they “we were able to add some children’s literature to go with Lucy Calkins this year.” Lucy Calkins is the researcher behind a literacy program that was implemented across the district in all elementary classrooms. The program was provided in English and not in Spanish. Teachers who taught in Spanish adapted the

content to fit their student language needs. The data showed that Susan and Elena had a very different perception of resources and their availability for their classroom needs than Alma, and the primary difference between their classrooms was the language of delivery. Alma delivered content in Spanish and the other two teachers delivered the content in English. Alma also taught in a STAAR testing grade level, where the stakes can be fairly high for teachers and students alike. At Bluebird Elementary, English resources were more readily available than Spanish resources for TWI teachers.

English teachers expressed that they had enough material resources to implement their program, and the Spanish teacher shared that she did not. District perceptions regarding both time and material resources for the campus were addressed by Camila (BIO). Regarding the purchase of resources for the TWI program, she stated,

“I mean, require...we’re surviving with what we’ve got, and based on what (the superintendent) told us at the last leadership meeting, you get what you need and not what you want. What I would want would be someone that could dedicate their time full time, like Maria, just to be able to do two-way. Because then she could open a lot more for PD (professional development), ah, helping write, uh, adjust curriculum to meet their needs better, and everything, but I mean, as it is, Maria barely sleeps because she’s working so hard. I mean it really, you have to be realistic about how much you can do no matter how much with the resources that you have.”

When asked about her budget for TWI, she went on to share that her budget for supporting the TWI program was limited.

“We don’t have a budget. I’ll just start off with that. I get very little money through, uh, general operating fund, ah, because we can’t use Title money for this. I get very little, which is why, unfortunately, they don’t get very much...it *is* a struggle. And now, with us being told that there’s going to be even less money next year, I do get concerned about that. Will I still be able to at least fund their planning days? You know, will I still, you know, and the answer is, I don’t know.”

Her approach to managing the limited budget was “we do what we can with what we have.” She noted that collaborating with TWI principals opened her eyes to the issues of time and resources. “I think the principals want to help the teachers, but they also have limited time, limited resources, limited everything.” While Spanish teachers in the TWI program expressed a need for additional Spanish resources, the Bilingual Instructional Officer stressed that both time and materials were impacted by the district budget, and ultimately the campus budget. At Bluebird Elementary, which was a Title 1 campus, they had a larger budget than Cardinal Elementary, but it was still limited. Observations revealed that there were fewer Spanish resources in Alma’s third grade classroom than there were English resources in the kindergarten and first grade TWI classrooms. Alma was able to provide English reading material to her students, but a lack of Spanish resources hindered their Spanish language development. Teachers rotated resources into the classrooms based on units of study and interest, and this was a challenge for Alma.

Maria (BIF) also shared a perception similar to the TWI English teachers regarding material resources. She echoed that English TWI teachers had the resources

they needed for teaching in the TWI program. However, she also expressed that Spanish TWI teachers had the resources they needed as well, but this was contradicted by Alma (TWIS3). Maria (BIF) did illustrate the importance of all teachers in the program having the resources they needed to teach, and in particular highlighted the Spanish side of TWI programming.

“I know that when my teachers need something, somehow it happens. We are able to get resources for our teachers. Our teachers need specific resources for our children who are learning Spanish as a second language. They need leveled readers, and not just down one level because of their needs and when I proposed that I need that for my teachers, it happens. We get the resources for our teachers. The same for our teachers that are teaching English or vice versa. So I don’t know the budget works but when I say I need something for our teachers, it happens, and they get what they need at any time during the school year.”

Alma, in third grade Spanish TWI, had a very different perception, and felt that there were not enough Spanish resources to support her program implementation.

Another area of success and challenge for TWI implementation in Jones ISD involved resources. Susan (TWIE1) shared how resources were a success.

“I had a budget and I got everything I needed for these kids, and I’m sure that next year if there’s more in the bilingual budget, if I have a different kid who needs something else I’ll be able to get whatever they need. So no, I don’t need...this campus being bilingual and Title 1, there’s lots of funding. So we have plenty, I think.”

English teachers had readily available resources, such as leveled readers, technology applications, mentor texts and writing examples for implementing their lessons, and they felt supported with what they needed in the classroom. This was a success with implementation. Spanish teachers, however, struggled to find resources in Spanish, and this was a challenge. Alma (TWIS3) shared, “I spend most of my time, I would say, in finding resources in Spanish. Because they’re not as easily available as they are in English.” The campus administration did perceive resources as a challenge for Spanish teachers, but did not perceive it had a major impact on teaching in TWI as the Spanish teachers did. Additionally, the district had conflicting perceptions about the readiness of resources for teachers. Budget constraints have impacted the ability of the district to purchase resources for TWI, and some perceived that teachers had all that they needed to implement the program.

Time. Time was a challenge for campus administrators, and they expressed perceptions regarding specific challenges. Their largest challenge regarding time was with the time needed to implement the model at Bluebird Elementary. Campus administrators noted the amount of time they spent on TWI programming issues. Rachel (AP1) shared that the amount of time she spent on TWI depended on the time of the year. “Beginning of the year, because especially if you have new teachers that don’t know the program yet, so you’re trying to coach them through it. So I spend a lot of time talking with them about it at the beginning of the year.” She noted that this year the campus had many new TWI teachers and they required a great deal of time and support so they could start the year well in the TWI model. She spent a great deal of time reviewing the model elements with them as well as providing support to increase their confidence in delivering

the model. “Sometimes it is training with teachers, and figuring out how to balance their schedule because it has to be...it’s kind of accelerated...it looks a lot like GT (gifted and talented), because you’re trying to compact things so fast to get it all in and in both languages in one day, so it’s difficult.” She also discussed the issue of time related to student assessment. TWI teachers assess their English language learners, students identified as an ELL, with the Texas English Language Proficiency Assessment System, or TELPAS, in the spring. They are given a window to assess the English language growth in their students in four domains: listening, speaking, reading and writing. Teachers need to update their training every year before they can assess, and it can be confusing for teachers in TWI because they have ELLs in their classroom along with students who are native speakers of English and who are not ELLs. Determining who to assess and who not to assess was time consuming and must be done correctly. Rachel shared,

“...a lot of times, you know, supervising the testing program, because then again if you’ve never done it you don’t understand why you’re doing all the things you’re doing.” She addressed the training issue as well, “like TELPAS is a huge one because you have to help them understand that you’re only assessing language skills, not TEKS standards.”

James (AP2), discussed how his time was distributed amongst many responsibilities and programs on campus, and that it was a challenge for him to spend time with the TWI program. “I supervise, let’s see...504, RTI (Response to Intervention), and I’ll give you a number... if I just had to give it a number....50-60% special education and the rest could be divided up half and half between 504 and RTI (Response to

Intervention).” When asked about how much time he spends with the TWI program, he expressed

“I do but not as much as I would like. We share grade levels here and I have first...I’m responsible for first third and fifth grade level when it comes to behaviors, even though we all share and we help each other out, but sometimes I kind of have to split my time daily with calls, uh, with that, but yes, I would love to spend more time in the TWI classrooms so that I can kind of be more present in there, even though I feel I stay in our classrooms a lot.”

He went on to state “I feel like I’ve neglected the TWI program to a point, even though I am in there.” Both Rachel (AP1) and James (AP2) saw time as a challenge with supporting the TWI program at their campus. While Rachel spent more time with the program teachers and compliance issues, James found it a challenge to spend time with the program implementation at all because of his many other responsibilities. Rachel was a veteran Assistant Principal, and James was a new Assistant Principal, and Rachel has worked with the program since its inception at Cardinal Elementary. This may have accounted for the difference in their time commitments to the program, as James was becoming accustomed to his role in the school and Rachel had more experience with the program.

There was another challenge with time that James expressed about the TWI program. Only one Assistant Principal was charged with working with transportation at the school, so it only affected one of them directly. James (AP2) shared that he spent a large amount of his time with bus transportation for TWI. Jones ISD recently specified transportation guidelines for TWI families, because there was a lot of feedback from TWI

parents about bus transportation. Not all families who were in TWI were provided transportation to their assigned TWI site. When parents signed the contract to put their child into the program, they were explicitly informed that transportation was not provided. However, in previous years the district allowed students to ride available buses in their neighborhoods to campus on a space available basis. Because not every neighborhood had buses, and some didn't have enough space to accommodate TWI students, parents began to complain to the campuses. James handled bus transportation for Bluebird Elementary, and he shared this about the amount of time he spent on TWI transportation,

“You would think we would spend more time thinking about academic programs and the like, but it really is, and for me, maybe because it's my first year in dealing with it, but buses and transportation is one of the biggest hurdles...trying to be consistent, implement the guidelines in a consistent way...it's been pretty...it's been rough. It could be worse. I haven't had any really bad situations. I think I've maintained a good relationship with my parents for the most part. But I'm very sensitive to the parents also. I'm a parent myself...and trying to get them to understand why they may not be able to receive transportation versus their friend down the street, you know, giving them the reasoning...so I've had to sometimes just let them know that I would love for them to hear from transportation also, and sometimes they've had to call transportation also so it's not just me making up the rules.”

Now that the district had defined their transportation procedure for TWI again, he was hopeful that parents' feedback on bus transportation would diminish and take less of

his time. The TWI students who attended Bluebird Elementary were not allowed to ride bus transportation to the school, but often parents didn't understand why that was the case and questioned James (AP) at length. He spent a lot of time dealing with their questions and complaints and that was a huge time challenge for him.

Time was also a challenge for central office administrators who supported the TWI program. At the central office level, when Camila (BIO) was asked about how she spent her time regarding TWI, she shared "you know, that was interesting when you asked, because I started to try to quantify it in my mind, and I put 10-20% of my time." She elaborated on when and how that time was spent.

"As for when we're in spring, and we're starting the application process for kindergarten, I get it more, and it takes more of my time, you know, and then we're dealing with the transportation issue, as to who gets on the bus and who doesn't, and why. So I'd say about 10-20%."

The transportation issue also impacted the central office through parental feedback. She went on to share that when she was the Bilingual Instructional Facilitator, she spent a great deal more time at the TWI campuses, because her role was to directly support the campuses.

"Now that I'm Instructional Officer, I would say, really, physical time at the campus, not as much. I'd say just 1% or 2% of my time, you know, because my expectation is that Maria's there and available. Because when I was facilitator I lived at those campuses, you know, so..."

Maria was the current Bilingual Instructional Facilitator and confirmed that she was meeting that expectation. She directly served the TWI campuses, and oversaw two different programs at the district level. She oversaw the one way dual language bilingual program at three campuses, and the TWI program at two campuses. Regarding how she spent her time, she shared “I would honestly say that $\frac{3}{4}$ of my time is spent on TWI. There’s numerous things that I have to go through and I know that’s part of one of your questions coming up, so I spend more time on TWI than on my one way program, that’s for sure. I spend equal time working with both campuses.” She shared that she helped to provide training, material resources and planning ideas to the TWI teachers at both campuses.

Maria (BIF) shared how she supported campuses with her time as a district support person by implementing PLCs.

“We have four different PLCs during the year, so I plan for campuses at the same time, providing resources, training, um, I also provide opportunities for both campuses to work together and plan activities, lessons, share ideas, bring in samples, um, any training that I provide for the district for the one way teachers, I bring in to my TWI teachers and I alter the information to meet that specific group so both campuses get the same amount of time from me.”

A review of the PLC agendas from the last year showed that she focused the TWI teachers on the following targets: Canvas (an online learning application for teachers and students), reading levels in English and Spanish, data spreadsheets, linguistic accommodations checklists, Spanish language proficiency standards, bridging English and Spanish, and grade level collaborative lesson planning. Maria (BIF) shared that

preparing for training required proactive thinking about how her learning in the district role would benefit the TWI teachers.

“When I go into trainings and I see something my teachers would benefit from, I email it to them and I send it their way and I...and um, I bring that to them because there’s always room for change, there’s always room for improvement from providing a lesson...you know, how about doing it this way, how about bringing in technology, how about using the smart board, anything that will benefit the program and the knowledge and the instruction of the lesson, um, deserves a chance. Doesn’t mean that it really will work, but we should be willing to try it and see if it works.”

The majority of the PLC time was collaborative planning. This was a time when the teachers at Bluebird Elementary could plan with their colleagues in the same grade level and language of instruction. There were three PLCs so far in the school year, and there would be one more prior to the end of the year. Maria shared “we have four planned meetings, and we have them all day long. We call them TWI PLCs. Either they take place in one campus or we divide two and two.” Maria noted that the PLCs were effective in supporting teachers with implementing the TWI model.

“So those four all day trainings are just...they are very productive. I bring in resources, trainings, I allow the teachers to plan, to collaborate, to share lessons...they have access to each other’s lessons. Something that I want to put into practice next year, that I ran by my officer and she liked the idea, is to call it a switch day, where the teachers from Cardinal switch. They go into Bluebird and the teachers from Bluebird come into Cardinal and teach for a day. I think that

will bring a lot of perspective into our group of kids and who we are servicing, and that would bring a lot of information for when they plan and say, okay, I saw this, I think your children would benefit from this, well I saw this and I think your children would benefit from this.”

Maria (BIF) utilized a series of steps with the teachers to collaboratively plan. “We go through the curriculum, we go through the TEKS, and we say okay, this is the way you would plan your activity, how will you take it step by step. I model lessons, I take them resources, ideas, and then we work together. Day two, we are now into lessons, how do we take this into the classroom, how do we run the whole day and leave nothing out but all the components in place.

Another strategy that Maria (BIF) used was providing mentors to teachers new to TWI. “And then we have veteran teachers that come in, volunteer on their own, and they serve us a purpose...then they become the mentors of these teachers I usually select someone from within the same grade level to be a mentor.” Maria (BIF) spent time with teachers on language development and linguistic accommodations. The district created their own version of Spanish Language Proficiency Standards, or SLPS, that was based upon Spanish language development research and the format of the TELPAS rubrics created by the state of Texas. When planning lessons, teachers utilized the ELPS or the SLPS to plan their lessons in the language of instructional delivery in their classroom. “I always tell teachers before you even plan a lesson you have to know where your children are at. So, we’ve created charts that identify each child where they’re at in each of the domains” of the English and Spanish language. Maria shared,

“I tell the teachers if you were going to do a lesson at this level, I just want you to see your population that will be able to listen and understand this part. Same thing with reading a passage, a story, a read aloud...you’re bringing your children this, but some of your children are here and some are here. So I advocate for the children and I allow teachers to see where they’re at, graph the children, and think about the lesson and the instruction that they’re bringing and where the children are and how they’re going to meet their needs.”

She incorporated the importance of student-driven instruction and how it could be implemented in the TWI model. “Also, when they’re teaching a specific skill, okay, how are you going to teach this to get everybody on board? Where are they at? So I think that when teachers understand where their children are, literally, in that area, that perspective, their instruction becomes more powerful because there are student driven. And they know how to meet their needs, even through a small group.”

Maria (BIF) connected the PLC learning to data collection and analysis.

“We track the children through our TELPAS and we track our children through SLPS and we see the growth between each year and we see where they’re growing and meeting expectations at their level. We also have specific reading levels for our English language learners. They obviously have a lower level than our Spanish, but they must have their own. So for the second language we expect them to be at the lower level because they’re learning a second language but for their first language we expect them to be on level.”

This information was not just held by the teachers for planning purposes but was also shared with TWI parents. “So, parents get that report every report card. They say

their child is an English speaker and he's on level, and this is his grade, and here's the comment. In Spanish level he's here, and this is the grade he received and the comment on how he's doing. So parents are being notified, every report card, where their children stand."

While Camila (BIO) spent a small amount of her time with the TWI program, due to her other district program responsibilities, Maria (BIF) spent nearly all of her time supporting the TWI program. Maria also supported the one-way dual language program, which got less of her time because of the necessity of spending time working with TWI. Maria supported both TWI campuses in Jones ISD and she also served her assigned one-way dual language campuses. She expressed this about time:

"I think my number one challenge is time. I don't have time to do everything that I want to do. This is a very intense program, and when I have to oversee a different program, I feel like I let one group down, then the other, so I'm always trying to compensate for not being present or not being available. So, late at night I respond to emails and I send out resources and I let my teachers know I apologize. This is late but I know this is coming up in this unit and I saw it and I thought it was wonderful...here you go. If you need it, you need it...if you don't you don't."

The district had an instructional Wiki for all content areas online that only Jones ISD teachers could access, and it included a Wiki for the TWI program. This Wiki was a solid resource for TWI teachers, and all stakeholders viewed it as a successful resource. Maria helped to maintain the Wiki for teachers so that they could find information readily and collaborate online in a chat format about instruction. She expressed that this is

something she adds to in the moment, like when she finds new ideas or materials. But at the end of the day, “with everything I have to do but I just wish I had more time.”

Time challenged all stakeholders in the TWI program. Teachers were challenged by needing additional time to plan, collaborate and find resources. They not only participated in collaborative planning as grade level and content team, but then they also spent additional time planning for TWI lessons. Campus administrators were challenged by multiple issues, including parent questions and concerns, bus transportation, training teachers new to the program, and training teachers during assessment periods. Campus administrators wished they could spend more time with the program but in their role it was challenging, except to address parental concerns or new teacher and assessment issues. District administrators perceived that they did not have enough time to meet the needs of the multiple programs they served including TWI, and even TWI alone. The Bilingual Instructional Officer spent very little of her time with TWI, while the Bilingual Instructional Facilitator spent nearly all her time with TWI at the sacrifice of spending time with her assigned one-way dual language campuses. Time emerged as a key challenge for those working with the TWI program. None of the stakeholders interviewed expressed that they feel successful utilizing their time for the TWI program.

Collaboration. Another planning challenge perceived by teachers regarded collaborating with like peers, and having only two grade level classrooms per grade level at each campus. Some of them expressed concern about being the only teacher implementing program content in their assigned language of delivery at that grade level on campus. Susan (TWIE1) shared the idea of “increasing the number of classrooms on a campus, maybe making an actual TWI school because of the planning and the working

together with other teachers and coming up with things” In the TWI model there was one English teacher and one Spanish teacher at each grade level. The English and Spanish teacher worked together to try and figure out what to do in their classes. Susan felt that “if there was another English teacher for the TWI program on my campus that I could work with to plan, and you know I think just increasing the number of teachers that teach in TWI would be good.” One of the barriers to doing this may be whether there were enough students to fill four classrooms at each grade level. Susan highlighted how it could address the planning issue for TWI teachers. “We do the once every nine weeks, we go for the training and that’s when we sit together and we plan what we’re going to do, but if we could do that on a weekly basis on our campus that would be, you know that would work more. It would improve what we do also.” District PLC agendas supported that collaborative planning was occurring at PLC meetings, but Susan was a new teacher in TWI and she expressed that since she was new, she was doing a great deal of listening and learning about the program. Having more time with another teacher who was doing what she was doing would be beneficial to her.

This challenge of not enough time for planning with a collaborative TWI team was true for kindergarten as well. Elena (TWIKE) noted that she often collaborated with her grade level TWI peer, who taught English in the TWI program at Cardinal Elementary, because she did not have a peer at her own campus, Bluebird Elementary. Because Elena taught kindergarten in English, she relied on the English kindergarten teacher at Bluebird Elementary for assistance with planning and resources. Her partner at Bluebird Elementary taught Spanish and they had different planning needs because one was planning for English and needed English resources, and her colleague was planning

for Spanish and needed Spanish resources. Elena was also new to the program, so she needed to access this peer resource at Cardinal frequently. Unfortunately, she did not have proximity with that peer. Her partner was also new in the program, and because she was delivering content in Spanish, she utilized different resources. This limited the amount of support these two partners could give each other. Alma (TWIS3) had the same collaborative planning struggles and noted that she expected more support from the district and campus. Alma stated,

“I think they could be a little more active with us during the year. Uh, I feel like we’re, somehow, or I feel, that I’m a little encapsulated. I’m kind of on my own. Writing my own stories and writing my own stuff...I will ask, send an email, do we have apps in Spanish and the answer is just a no, we don’t have the money, or no we don’t have it. Or, I feel like they could provide, um, show up more. Say hey, what can we do for you? You know, and just get ideas and suggestions from the TWI...especially the Spanish ones because we really need resources for our kids.”

Because she was the only Spanish TWI teacher in third grade, she found it a challenge both with resources and planning collaboration. In this way, the perceptions of Susan, Elena and Alma regarding planning and material resource support was different from what district administrators perceived. The TWI teachers viewed it as a challenge, while the district administrators viewed it as a successful component of the program.

Collaborative planning was also viewed as a success by the campus administrators at Bluebird Elementary, which was a direct contrast with the perceptions

of the TWI teachers. James (AP2) shared that teachers collaborated in team planning meetings on a regular basis. Rachel (AP1) shared this about planning:

“I know how much our teachers talk to their sister teachers at the other campus...plus they do stay in contact because they plan together. Um, let’s see, do we have one coming up? I think we do this month? Or it’s either next week or the very beginning of the next...the end of this week or beginning of next...they do have another meeting coming up where they plan together as if they were teaching on the same campus but they’re not...and they plan things out to the, to be sure that they’re meeting the guidelines of the program, so yeah, they have support kind of built in that way. They know who the other, like you said, their counterparts are and they do stay in contact with each other and they learn from each other so there’s a good network, a good connection there.”

This campus administrator perception of TWI planning did not align with the views of the teachers in TWI. Elena (TWIKE) did reference planning with her language teaching partner at the other campus, but it was a source of challenge for her, rather than a successful practice. Susan (TWIE1) and Alma (TWIS3) didn’t frequently plan with their language teaching partners at the other campus and found it challenging to not have someone on campus to plan with in their grade level and language area. Rachel (AP1) described the planning process from her perspective. She stated,

“We’re very purposeful about making sure that when we plan as a team we don’t split up, and you know the TWI teachers go plan here and the regular education teachers go plan here and the bilingual teachers go plan here. We still plan as a team, they go on field trips as a team...they do everything as a team. Then they

might have to go tweak it, depending on what came up in the TWI meeting, or they might have to go tweak it depending on what their bilingual needs are in the one way program. Maybe they need more English or maybe they need more Spanish or whatever. Um, they still go back and tweak it but so do the regular education teachers. They have to do the same thing. They have to go tweak, well my kids don't need that one, or I'll do this activity instead."

Her perception was that this team planning concept was satisfying the planning needs of the TWI teachers. The teachers, however, felt the opposite. The teachers did all plan with their teams, and they all shared that they do require additional time to tweak their lesson plans for language and material resources. They also had to compact their lessons because they were responsible for delivering them in two languages in the same amount of time as general education teachers. The pace was a great deal faster and scheduling was always a challenge.

One area of challenge that Rachel (AP1) and the TWI Spanish teacher Elena (TWIS3) did agree on was the area of finding material resources for teaching. Rachel (AP1) expressed her perception that material resources were a challenge. She shared "It always is for bilingual classes because there's never enough of them. You'll never have enough variety or leveled readers for English and Spanish, and it's...it's resources. You do what you've got to do." Elena (TWIS3) repeatedly expressed her frustration with this as well. She noted that she was limited to resources because she also competed with the one-way dual language teachers for Spanish resources, and the library did not have enough resources as well. She expressed frustration that they couldn't get more from the district and noted that she had to make her own, especially when teaching writing.

Camila (BIO) noted the limited budget at the central office level, which may have contributed to this area of challenge.

At the district level, the perception of planning was different, depending on the role. Camila (BIO) perceived that planning could be improved, stating,

“How are we bridging the two languages? How are you making sure that what you’re teaching in Spanish is transferring...they’re making those connections between both languages... I still think we tend to have a very monolingual perspective when we’re planning our portion, and I still don’t think we do enough of connecting the two. Having said that I take a lot of responsibility for it because I don’t know that we’ve pushed into that nearly enough, but I’m just starting to do that with my one-way, you know?”

She shared how some of the teachers did not get along and didn’t want to plan together, and that was a barrier. She did observe that the English teachers plan together and the Spanish teachers plan together, and her goal was for them to plan with a focus on bridging languages. The district unit plans did not align well with the integration plans that she would have liked to see in effect. The TWI teachers expressed that they did like that they had opportunities to plan with the teachers from the other TWI campus, but that there was not enough of that time. They were given four PLC days a year to plan collaboratively with the TWI teachers from Cardinal Elementary, and some of that time was used for training purposes. They wanted to have a partner on campus that they could plan with in the same language, and for the same purpose, which was TWI instruction.

Camila also observed that sometimes planning consisted of giving teachers activity after activity and there was not a real connection made. This planning occurred in the district PLC time that was facilitated by Maria (BIF). Camila tried implementing a deeper focus on planning for individual student language needs, but was met with challenges. She shared,

“I tried to start to do that even before by having everybody read a book or whatever, and there was very low participation...I mean they just...again if you can't force them to do something, you know? And I hate to use the word force but if you can't really...it's, it's really hard. And then when they're all being asked to do these things at the campus level, you know participate in this book study or participate in that, then what all this stuff is just gravy and whatever, it gets pushed off. But that's really that's I think the big step that we need to take because we are really always talking to them that they're two halves of the whole.”

James (AP2) confirmed that as campus administrators they were asking teachers to do book studies and were providing campus trainings that were not TWI specific. This illustrated a challenge between district training priorities for TWI teachers and the campus priorities that impacted those same teachers. The district had TWI specific goals for the program that it wanted to address, but it was competing with the campus goals and trainings. TWI teachers were pulled in two different directions. They were a part of a campus, with a defined campus mission and the vision of the principal guiding their practice, but they were also part of a district program that was specialized and had a district leadership defined mission and vision. The campus mission document stated that

Bluebird Elementary “strives to empower successful, independent, lifelong learners supported by a safe, collaborative environment that respects and embraces diversity in a family-friendly community.” The district bilingual department mission document stated that the bilingual program “is designed to prepare students to become bilingual and bi-literate in order to maximize their potential in a multicultural, diverse global society.” The campus provides training and support for its mission and the district does the same for the bilingual program mission. Teachers in TWI were expected to implement the mission of both and implementing those two different missions could be viewed as a challenge in TWI implementation.

Maria (BIF) shared that she met with teachers for professional development training four times a year and that collaborative planning was embedded into those sessions. This was verified through a review of PLC agendas for the last year. Regarding her role in planning with them, she noted that

“There’s always room for change. There’s always room for improvement. When I go into trainings and I see something my teachers would benefit from, I email it to them and I send it their way and I...and um, I bring that to them because there’s always room for change, there’s always room for improvement from providing a lesson...you know, how about doing it this way, how about bringing in technology, how about using the smart board, anything that will benefit the program and the knowledge and the instruction of the lesson, um, deserves a chance. It doesn’t mean that it really will work, but we should be willing to try it and see if it works...move on with it, and see if it works. If it didn’t we tried and

it's not for us...move it aside and try something else. But not to be afraid to try something new.”

This flexibility in planning was echoed by Camila (BIO) and aligned with what Alma (TWIS3) wanted to do in her classroom. She expressed wanting to give voice to new ideas and changes in TWI and to have roundtable discussions about such things. Camila shared that with new campus principals at both sites, there was an improved flexibility in how planning occurs, but it required that the instructional coaches were knowledgeable about the TWI program and the scheduling and teaching needs. This still remained a challenge, as stated by Susan (TWIE1). “Our ICs (instructional coaches) don’t really understand the program and so they don’t cater to it. I guess is how I would put it.” The district leadership were experts in TWI implementation because of their knowledge of language development theory and expertise in how TWI programs needed to be implemented. The campus teachers needed the guidance and expertise of the district leadership. The campus administrators had very little to no training in TWI implementation or language development theory, and saw a different focus for TWI teachers than the district leaders did. This led to a mixed message for TWI teachers and posed a challenge.

Collaborative planning was a challenge for most stakeholders in the TWI program, except for the campus administrative team. Campus administrators viewed collaborative planning on campus as a success. This was likely because they viewed it through a global lens, seeking common planning denominators that applied to all stakeholders. TWI teachers and district administrators, however, viewed collaborative planning as a challenge. They wished they had more time with their counterparts at the

other TWI campus, and a peer at their own campus that they could plan with. Some of them felt alone when they were planning for their classrooms. They perceived that they had to obtain planning assistance from the district, and that the campus could not support their needs.

Staffing.

A review of the Jones ISD TWI documents showed that there were two classrooms per grade level at Bluebird Elementary. One classroom was the English classroom and one classroom was the Spanish classroom. Teachers in the English classroom were required to be ESL certified and teachers in the Spanish classroom were required to be Bilingual Spanish certified. Bluebird Elementary had success filling these positions at each grade level. In some cases, like with Alma (TWIS3) in third grade, the teacher applied for the position because of their interest in TWI. Alma was a bilingual teacher in the one-way program before she taught Spanish in the TWI program at Bluebird Elementary. Susan (TWIE1), the first grade English teacher, also asked to teach in the program because her daughter was already enrolled in TWI and she was a strong supporter of the program. She stated,

“I think it’s a great benefit. I think it’s...I wouldn’t say it’s better or worse than bilingual because it seems to me that the bilingual program allows them to maintain their Spanish more than maybe how it used to be done, but with TWI what I appreciate about that, for the English language learners especially, if Spanish is their first language is that they’re, they’re becoming literate in their home language and in their language, the language of their country. So, instead

of just being bilingual they're going to be bi-literate, and so that to me is a great advantage for them."

Elena (TWIKE) also shared her happiness about teaching in TWI. Teachers elected to be a part of the TWI program because their belief system aligned with the goal of the program and they saw student growth and successful outcomes.

There were some challenges with staffing as well. Rachel (AP1) reiterated that "Budget-wise it probably shows up the best in, or it's the most obvious in our staff allotments, because you have a bilingual teacher, a bilingual certified teacher, and then an ESL certified teacher, who is the English side. Um, that's probably where the biggest budget impacts are made, because we have smaller class sizes in there but we have to have both teachers to make this program work. So we have less kids in those two classes than we might have in two bilingual classes or two regular education classes, because we can still follow the guidelines of 22 to 1, but most times because of the popularity of this program they're pretty well around 22 most of the time. It starts to get smaller by the time you get to third and then fourth and then definitely by fifth because if they turn out to be dyslexic, we might lose a couple...sometimes we've had one move, you know, so they don't stay together the whole time, but we've got a pretty good group here...but it's still under 20 though, by the time they get to fifth."

This spoke to the issue of attrition in the TWI program at Bluebird Elementary. As students left the program it was very difficult to replace them in the classrooms. The district placed one-way dual language program students in the upper grade level

classrooms, because they were already bilingual, having been in the one-way dual language program. However, one of the premises of the Jones ISD TWI model was that there were native speaking language models in both English and Spanish, and they were evenly distributed in the classrooms so that all students would have strong language models in both languages. Expanding the program would be difficult if current program classrooms were not full, from a budget perspective. Expanding the program, however, would help to alleviate some of the collaborative planning issues that had been expressed by the TWI teachers.

There were successes and challenges with staffing at Bluebird Elementary. Many teachers wanted to teach in the TWI program because they believed in the program and its benefits. This resulted in full staffing for the TWI program. Challenges the campus and district faced included budgeting for the extra staff needed in order to implement the TWI program, which subsequently affected expanding the program to meet stakeholder needs. Also, state changes in certification requirements were a challenge as well. Finally, when new teachers were hired into the program, there was quite a bit of support needed to ensure they were prepared to implement the program.

Model Implementation Fidelity.

A review of the archival documents, interview transcripts and classroom observations supported that a challenge in the program was model implementation fidelity. Alma (TWIS3), the third grade Spanish teacher, shared that while she understood how the model was supposed to be implemented, she varied from the model expectations when teaching.

“I teach the language arts units and I do the introductions and my teacher next door will...will pick up on what I’m doing and she does an activity on it. Now, this year because the kids have come a little lower than usual in Spanish, I’ve had to do a mini-lesson in English to make sure we are all on the same page and then continue the activity in Spanish. Something that I’ve never had to do before. Only because I would get those blank looks, okay, and I’m going like okay I’m going to take a few steps back. So last year I didn’t have to do that. This year I’ve had to do a little mini-lesson in English and then continue so that my partner can pick up from what I’m doing and continue with a short activity in that skill, whether it could be character analysis, or point of view or whatever it might be. We were having that problem so I had to do things a little differently this year. (whispers) I’m not supposed to. But you do what you have to do in your classroom,”

Alma (TWIS3) was doing this in practice, and was observed delivering instruction in English even though she was the Spanish TWI teacher, which was a direct conflict with program implementation expectations. It was possible that the district was unaware of her perception of how to deliver instruction in her TWI classroom. English TWI teachers, however, were observed teaching only in English, as expected. Based on the input from Maria (BIF) the Bilingual Instructional Facilitator, and Camila (BIO), the Bilingual Instructional Officer, their expectations were that all teachers in the TWI program follow the model as intended. Campus administration was in agreement with them as well. Alma explained why she was not following the model with fidelity. “I mean, I felt like I was teaching, I was talking to the walls, you know, and I’m a good

teacher, so I said okay, I'm going to say this in English and then we'll continue. But I've noticed that I've had to use less and less English throughout the year so that tells me that the kids are getting better and better." The district expected the Spanish teacher to shelter instruction in Spanish, just like the English teacher did in English, but it was a challenge for Alma (TWIS3). When a student didn't understand her in Spanish, she provided input in English. This removed the need for the child to internalize the vocabulary and language structures in Spanish. The student could simply wait for the English. It truly was no longer an immersion model. This posed a challenge for the district, as the model expectation was communicated, but not always followed in practice.

Elena (TWIKE), the kindergarten English teacher, expressed that when she was implementing the model in kindergarten, "our lessons are based on TEKS and essential questions in unit plans. One day students get their lessons all in English, then next in Spanish, and vice versa." A review of the expected model implementation for Jones ISD in kindergarten showed that in kindergarten the expected delivery was content delivery in both English and Spanish. Elena was the English teacher, so she delivered all content in English and her partner delivered all content in Spanish. She delivered the lessons in English to each class of students and they switched to her partner Spanish teacher and were taught exclusively in Spanish. It was the same content but not the same lesson or materials. Both teachers focused on the TEKS and academic vocabulary. Elena was observed to be following the district TWI model implementation.

Rachel (AP1), Assistant Principal, confirmed what Alma (TWIS3) shared. Fidelity to the language of instruction was an issue for Spanish teachers in the TWI program.

“It’s the toughest thing of all for the teachers, but it’s the...focus on staying in one language or the other. Because the Spanish speaking teacher is only supposed to speak Spanish and never to speak English. The English teacher, even if she could speak Spanish and some of them do, should only speak English and never speak Spanish. So it’s staying true to the program so that the kids, you can’t just oh, they need some help, and you can’t do that, because we do see that with some of our teachers, especially the Spanish speakers, because the Spanish speakers already are bilingual and bi-literate.” She explained that she had to remind teachers of that sometimes and told them that they had to ‘use all your ESL tricks to teach them the Spanish.’”

Alma (TWIS3), a Spanish TWI teacher, was having that struggle. The English teachers were observed staying in the expected language of instruction of English. When asked about why teachers did not follow the model as intended, Rachel (AP1) shared that teachers didn’t intentionally do the model incorrectly, but instinctively reacted to their students.

“No, I think they’re just giving in to...it’s a natural instinct for a teacher to help a kid learn. So if you’re struggling with the Spanish content and I always give it to you in English so you know, then you never really have to learn it in Spanish. Do you see what I’m saying? It’s the...that learned helplessness kind of thing, or you’re enabling them to get help...when then they’re not going to really learn it but they don’t know. They’re just trying, you know...well, and then the kids are just trying to get the information, you know? So they’re doing it, you know,

they're trying to survive too and I think in the lower grades that's one of the toughest things when kids are struggling."

This perception aligned with Alma's (TWIS3) perception. Alma felt that she had to do something to ensure her students were getting the content, and she viewed herself as a good teacher. When she got blank looks from her students, she didn't feel like she was a good teacher. Interestingly, she was not in a lower grade, as Rachel (AP1) referenced, but in third grade with a high stakes test. Rachel (AP1) shared that she thought it was harder for the Spanish teachers, who were bilingual already, than the English teachers. "I know it's a huge temptation but don't do it, and you know it's hard because they're used to switching anyway, especially the Spanish speaking teachers. They switch a lot anyways, so it's easy to switch back and say it you know?"

The Bluebird Elementary TWI program was implemented in a community where the majority language was English. Students in the program heard English in the community more than they heard Spanish. This was one reason that Spanish immersion in the classroom of the Spanish teacher was critical to model implementation. For students who were learning Spanish, this was often the only exposure they had to the Spanish language. In contrast, students who were learning English were surrounded by English in the school and the community. Susan (TWIE1) shared how she worked with her parents to support their Spanish language development. She also had to do so with her own child in the TWI program.

"If you are English speaking, find some Spanish help from somewhere, whether it's people around you or online. You can find help there. You could in English too. So, just making sure that they're supporting both languages. Because if you

don't support both languages, your kid is not going to, especially if it is difficult, they're not going to want to do it. Because I know my daughter struggles with Spanish of course... I focus on the Spanish and make sure because I know she's doing fine in English..."

She reiterated that both languages needed to be equally respected.

Alma (TWIS3) was not the only TWI teacher who struggled with model implementation. Susan (TWIE1) also gave examples of how model implementation could be a challenge. She talked about how she and her partner were delivering content without translating from one language to another, and then Maria (BIF) shared a strategy with them for bridging; they were surprised that it was an acceptable teaching strategy within the model. Susan stated,

"Yesterday she gave us an idea that (my partner) had thought we weren't actually supposed to do, because it was translating between the two classes, because what some people have been told before, which I wasn't told, but um, was that we weren't supposed to do the same things. It was supposed to be completely different so, but yesterday Maria showed us something she had learned at a training called bridging where you teach a lesson in one language and especially in the Spanish classroom, and then you send you anchor chart that you made over to your English classroom and you ask the kids to tell you what it was. Because you don't know the... you don't know Spanish, so can you tell me what this means and then you see if there were any misconceptions or if somebody didn't understand what was taught in the Spanish classroom."

This example and perception from Susan (TWIE1) aligned with the perceptions of other TWI stakeholders regarding model implementation fidelity and professional development. As Camila (BIO) stated before, bridging was where she would like to take the planning in the program, and professional development is needed in that area. Teachers who were new to the TWI program had expressed some misunderstandings about the model implementation, and the need for time to plan both with their partner and a TWI teacher in their language of delivery and grade.

James (AP2), the other Assistant Principal, also echoed the importance of implementing the model as expected.

“I think sometimes as far as implementing, there are different ways this program can look, but what is the best way for our Spanish speakers to learn English better and vice versa...that could be a debate...that could be a challenge, trying to find out. I think we all agree that we need to get to a certain goal... but how are we going to get there? That could be a debate. Trying to get buy in for some of the things that have already been mandated by the district... just reasoning, trying to communicate the reasoning behind why we are selecting certain programs. That could be, that can always be a debate.”

His suggestion for combating the issue of model implementation fidelity was “being patient, trusting the program, trusting the process for implementing what the district has already mandated for our TWI program.” He noted that teachers wanted to see results and sometimes those results were a distraction from the goal, if they were not what the teacher expected. He also shared about the role that Professional Learning Communities (PLCs) played in campus planning and program implementation, and stated

that “the different curriculum guidelines and different things that this district has put in place that we need to do that is a non-negotiable, as far as implementing whatever programs that a TWI program that we have, we have to implement those things, communicating with, again, collaborating with teammates, looking at the data, discussing it, seeing how we can become better.” He referenced the superintendent’s non-negotiables when he discussed implementing the TWI program at Bluebird Elementary. Those non-negotiables included improving student learning and professional learning, and working in high performing collaborative teams, among others. James (AP2) stated,

“I think that everything starts from the top. I think that if they again, going back to the non-negotiables, teachers and administrators we have to work in high performing collaborative teams so that we can be role models for those students, make sure we are teaching what Jones ISD has already put in place... whatever curriculum, whatever professional development that’s offered that the students will ultimately benefit from that....implementing what’s already been decided...not up for debate if the district says we have a certain program... making sure we’re collaborating and implementing what’s already been mandated, I think the students will benefit from that program.”

James (AP2) emphasized the need for ensuring that TWI program implementation, like implementation with any other program, must be done with fidelity and according to guidelines. While he didn’t support the program directly most of the time in his role, he did see the importance of this happening. This aligned with the perceptions of teachers and campus administrators. It was a challenge for the TWI teachers. District administrators, however, did not note that this was an area of concern.

Another suggestion for how to diminish the variety of model implementations was provided by Rachel (AP1), the Assistant Principal.

“Yeah, my personal wish is that we would find a plan or program and stick to it. I think we’re always changing it to where it’s hard to keep that fidelity... of the program. It’s always kind of morphing a bit. Some of that’s not the program’s fault, because of the expectations from the curriculum. And in our district, where we do word work, focused poetry, all those little things that don’t take but five or ten minutes, but then if you don’t do it in this program too, and then it has to be tweaked because it wasn’t written for Spanish speakers, you know...it wasn’t written for ESL kids, you know, it was written to teach kids how to read, but then you have to, you know, we’re always having to amend things, you know, to morph things into what it could be. And then we’ve lost the integrity of that thing because it is not what it was intended to be to start with, but you’re trying to make it fit into a Spanish mode.”

When asked if she communicated this challenge to the district support team, Rachel stated,

“Oh, yeah, I do. I tell them. I wish you’d just stick with one so...because I hear this from the teachers too. You know, it’s like my God, they changed it again and now I don’t know what to do, so it’s frustrating for them, I think when things keep changing like that because last year they did it this way...now they’re changing it because there’s new research out that says we should do x, y or z. I mean they just went to a meeting this week where we heard that’s what kindergarten teachers especially, that wasn’t TWI, it was bilingual, where it’s like well now they’re

telling me to just do it, teach English now and then teach English for this...this needs to be in Spanish and ahhhhh! And that's the one way program, but for Spanish, for the TWI program it's the same thing because of all the components. I kind of mentioned that earlier in another question, but there are so many components and then you're trying to be sure that the TEKS are taught as well. It's...you have to be a master of compacting."

By noting that teachers in TWI must be masters in compacting, Rachel (AP1) reinforced that model implementation is a challenge. Many of the teachers were brand new to TWI teaching, and even if they were veterans they still required extensive professional development to ensure they could masterfully compact the curriculum. As noted before, teachers were struggling with collaborative planning for language and content integration because they did not have a counterpart in their grade level at the campus. The additional need for compacting the curriculum supported that this was an area of challenge for teachers, and at least one campus administrator was aware of that challenge.

The district administrators recognized that implementing the model with fidelity to the language of instruction was a challenge also. Camila (BIO), the Bilingual Instructional Officer, also expressed that this was a challenge for implementation, sharing that she would often hear from teachers,

"I don't know why they (*students*) should be in the class. They don't know enough Spanish, they don't know enough to be here, they don't do this or they don't do that...and really it's like, if you've got them, work with them, you know? And why does this happen to me? Oh, well we're recommending him for special

education so we're going to put him back in the one way. Why? Well, because two-way is too hard for him. And I'm like what's the difference between one-way and two-way in kindergarten? I don't understand. Well, it moves a lot faster in two-way. I'm like, well it shouldn't be."

Teachers in the TWI program expressed these concerns as well. Alma (TWIS3) stated directly that she didn't always adhere to the language of instruction. She would switch to English rather than shelter in Spanish and give the students more time to learn the content and language. Camila (BIO), from a district perspective, noted that teachers in the STAAR test grade levels were more likely to distrust their own teaching and implementation. This perception aligned with what was happening in the third grade Spanish classroom, where Alma (TWIS3) was sometimes teaching in English instead of strictly in Spanish as expected. Camila (BIO) reiterated,

"so it's understanding who your population is, being able to be really flexible and open, and just really.....understand how bilingualism works, and how you develop it. And how to trust in your own teaching and know that you're being effective so that even if you're teaching everything in English or everything in Spanish, you could give them a test in the other language if you've been doing enough bridging, you should be able to support it. So, trust the system that we tried to establish for them. They're still kind of like almost there but a lot of them are like there, they've got STAAR, and that happens more in grades 3, 4 and 5, you know, but it's really, like I said, understanding and valuing that the kids know two languages. That's what's going to make them come back. Because if you

don't really buy into it, it's not going to work. And we have some teachers who don't."

When asked about working with teachers in the program and implementing the program from the district level, Camila (BIO) reiterated her perception that model implementation fidelity was a challenge for TWI implementation.

"I think one of them is really fidelity to a model, I mean, to, really this is Spanish time, really protect it, this is English time, really protect it, to really have teachers who've been in the program for a while and really understand the trajectory and what's normal so they can talk to parents about yes of course they're going to code switch, yes you're going to see those grammar errors, yes and then we're going to work on it so that they develop and they learn how not to do some of those things, you know. But, just really and having just that consistency also that we're all doing this the same way so it's not like in first grade my teacher really believed in the program and she did the bilingual word study for me and then I got to second grade and my teacher wishes she was really a monolingual English teacher so she wants to do the word study that the general education is doing and so she stops doing her part to support the other Spanish when they go hand in hand...."

She reflected on the model and how the focus needed to be on "teaching the kids how the language works the same," and "having administrators who, even if they don't understand all of the pieces are willing to trust teachers to, who come and tell them I need flexibility to do this, or I need to do that, to trust that."

Maria (BIF), the Bilingual Instructional Facilitator, shared an interesting perspective about the partnership, or “marriage” required between the grade level teaching partners in implementing the model with fidelity.

“I think you have to understand the program. You have to know what you are in. You have to be faithful to it, do not cut corners because it’ll come back to you and it’ll be a nightmare. I think if we follow the program the way it is respectfully that we plan effectively that every lesson has a purpose, that every lesson is designed by individual student and not as a whole group, that we plan with our partners, that we become a marriage, where one does one part and the other does the other part and they work together to collaborate, not to reteach something but to reinforce it or to administer a test to show that that objective was taught well in either language and collaborate with the teachers from the other school to make sure that they have the resources and the ideas and same philosophy of the program.”

Maria (BIF) was a Spanish teacher in the program and her perception was likely based on her experience as a teacher and as a district administrator. She shared that at the beginning of the year in PLC and in professional development they focused on how to plan effective lessons. Regarding how to implement the TWI model with fidelity, she added,

“Honestly, it’s follow the TEKS, follow what the state has set up for us. It’s written out, specifically by grade level, age appropriate. We follow the TEKS and we stick to the model. We stick to I am the Spanish teacher, you will hear me speak great Spanish, content Spanish, correct Spanish...you’re going to be

exposed to this language from day one. That we don't say well, they had a hard time, and I'm just going to translate this...I'm going to give it to them in English, I'm going to go back and forth. We need to be...we need to truly advocate for our program and stick to it and be as respectful and mindful as we can. If it's English, it's English, and it is to the best of our ability. If it's Spanish, it's Spanish and within the content. If we are...if we stick to that, we show that our language is valuable and that it's important, and the children will see the difference as well."

Maria (BIF) and Camila (BIO) both saw the importance of model implementation fidelity, and the district administrator expectation was that teachers implement the model with fidelity. Campus administrators also saw that as a key component of program success. However, while this was communicated to TWI teachers, it was not happening in practice.

Perceptions among the TWI teachers regarding how to implement the TWI model with fidelity varied. English TWI teachers perceived that they were faithful to the language of instruction, while the Spanish TWI teacher did not adhere to the model with fidelity, as observed and stated by her in her interview. This was one challenge with implementation. Campus and district administration acknowledged that this was a challenge. In order for the model to succeed, it was crucial that students met language development expectations in both English and Spanish, as well as demonstrating high academic achievement. Training may have impacted this challenge, as teacher perceptions of how to implement the model varied. An understanding of the reasoning behind the model components may be in order.

TWI Professional Development Training.

In the TWI program at Bluebird Elementary, there were different perceptions of professional development training successes and challenges. TWI teachers were asked about their perceptions on whether they felt prepared to teach in the TWI model at Bluebird Elementary. Jones ISD recommended that TWI teachers take some basic TWI training, but for the most part teachers typically selected their own professional development offerings. Campus administrators could also guide teachers to take specific training based on their evaluations of their teaching, but this was often done near the end of the school year, in preparation for the next school year, and the level of guidance varied from one campus administrator the next.

TWI Preparation. Elena (TWIKE), who was new to the program at Bluebird Elementary, expressed “I think an improvement would be to have new to TWI training for teachers.” Susan (TWIE1) also shared the same sentiment. “Being new to the program I go to the TWI meetings but I’m doing more listening than, yeah, trying to work it all out and figure out what I’m supposed to be doing.” The teachers who were new to TWI did have a structure for asking questions and sharing ideas built into the PLCs, but as Susan (TWIE1) expressed, being new she often did not speak up or ask questions. “I do know like our meeting yesterday, there was kind of a roundtable session where we could share our concerns and things that we might like to see or things that we don’t like seeing, and so that’s where I could have if I wanted to share, but I didn’t as of yet. Taking it all in.” Susan (TWIE1) also had a child in the program. As a new TWI teacher, her perception of the instructional coaches (ICs) at the campus and their role in supporting her in the TWI program was that they either could not or would not provide

assistance. “Any time that we need something for TWI we have to go to Maria. So uh, our ICs don’t really understand the program and so they don’t cater to it. I guess is how I would put it. And our administration, they know what it is, but they don’t really interact with us as TWI too much.” Susan (TWIE1) and Elena (TWIKE) both shared the challenge of being a new teacher to the program and not feeling fully prepared to teach. They referenced that options were available but that they would appreciate more training to prepare them for TWI teaching. TWI model implementation is already noted as a challenge for teachers, and not being fully trained and prepared to teach in a TWI program was also a challenge. Regarding her training as a new teacher to the program, Elena (TWIE1) shared a recent experience where she needed assistance in her teaching. “I asked Maria and I asked Graciela (pseudonym), my team teacher to help me with the visual supports because I didn’t have some things that I needed, so bilingual funding helps with that.” When asked about whether she received training to implement the program, she stated, “so as far as me training anymore, I don’t think there was any, um, any different training through the district. So I didn’t get I mean except for our first meeting which was after school started.” Since she did not have a lot of training prior to teaching in the TWI program, she was asked if she needed additional training. She expressed confidence in being able to teach in the TWI program, stating “I think that the district provides a lot for us and I believe if we needed more they would provide it if we asked. And I haven’t heard of anyone thinking we need more training.” Her perception was that

“...every teacher can do this, it’s just, you just have to dig in a little bit deeper and bring out your ESL training and your and understand that you have to make sure

that everybody knows what you're saying and what you're writing and what you're reading. You can't just breeze through something and expect everybody to know it."

Susan had a daughter in the TWI program, and had some experience with the program from a parent perspective.

Alma (TWIS3) shared a different perception from Susan (TWIE1) and Elena (TWIKE) regarding her professional development training.

"I took a training at the district during the summers and we're always training throughout the year as well. Um, as far as what my responsibility is as the Spanish teacher and the percentage of Spanish I need to use in the classroom and how to, how to, you know teach or present certain skills...and you know a little bit of everything. We take through the district."

She clarified that she took content professional development in the summer, and when asked if she attended any TWI specific training, she stated

"Yes, I took some classes in the summer for the TWI teachers. Probably about three, about three classes. Remember I came from bilingual so it's different, okay, but the advantage, I thought at the time, was that I only had to teach in one language, but that changed. It's okay. Well, because the district tells you. The district tells you that you can only speak Spanish. Okay? But, you know every year you come with a whole set of new little minds with different levels of the language, so I think one of the things we need to do is do things that our

classroom needs and need a little more English and I had to integrate a little more English this year.”

Alma (TWIS3) acquired TWI specific training, but her perception of what was needed in her classroom was different than what the district communicated to her in training. Consequently, she received professional development training specific to TWI but did not implement it in her classroom. She was open to more training, sharing,

“maybe I would like to have a little more training in second language acquisition for both kids, like for example, although these kids by third grade they have three years of Spanish already, you know, they do know some Spanish. But I would like to have more training on how to help them acquire it quicker, so to speak, you know, and it could be maybe just a little small group of intense Spanish, either reading or um, it depends on the skill I guess. Maybe something like that. Maybe a focus on small group language acquisition would be nice. I would be very interested in that.”

Regarding what training the district provided, Alma (TWIS3) shared that the district provided reading, writing, and social studies training and this was confirmed by a review of district archival documents. She also shared that the district provided mentor text training on how to use mentor texts, and she found that very useful. “I believe that the district does provide a good amount of trainings that I’ve found very useful. We can always get more of course.” She did perceive that the district prepared her to teach. On the other hand, when asked about campus professional development, she did not perceive it the same way. The campus trained the teachers on Total Physical Response (TPR) and the Seven Strategies for a Listening Classroom, and Alma said “some of the strategies

I’ve used in my classroom.” She stated that other than these trainings, the campus held “staff meetings where they want to know if there’s anything else that the school can do for us and things like that.” Alma (TWIS3) voiced that she felt she was adequately trained for TWI program implementation, but then voiced she was not implementing it as expected and observations confirmed this to be true. Her perception of training for TWI was different from the other teachers interviewed, but the reality of implementation mimicked what the other teachers were doing with TWI implementation. They were implementing the best way they knew how in their classrooms.

A review of the archival documents showed that the district offered content trainings for all contents, and those were available to the TWI teachers. In fact, it was an expectation that they attend professional development in their content area. In addition to that, the district offered professional development that was focused on topics in bilingual education. Figure 3.16 summarizes the professional development offerings from Jones ISD that were specific to bilingual education. TWI teachers were encouraged to take these trainings in addition to their content trainings.

Table 3.12 *Jones ISD Bilingual Program Professional Development Offerings*

Twitter Book Chat on Teaching for Bi-literacy in TWI	Teaching ESL in Texas	Content-based ESL Math in Grades 3-5
Strengthening Student Learning Through Brain Research	Elementary ELL Sheltered Reader’s Workshop	Content-based ESL Math in Grades K-2
Engaging ELL Strategies for Science	Engaging ELL Strategies for Social Studies	Developing Language and Numeracy Skills Through Partner Games in Bilingual Classrooms
Developing the Bridge Between Spanish and	Developing the Bridge Between Spanish and English Writing	Teaching Science Linguistically and

English for Newcomer Students		Culturally in Bilingual Classrooms Grades 3-5
Teaching Science Linguistically and Culturally in Bilingual Classrooms Grades K-2	TWI Program Update	TWI Foundational Training.

*The TWI Program Update and TWI Foundational Training are three course hours each.

Campus administrators also shared that there were professional development offerings from the district. Their perception of training for TWI was centered on the campus training that they helped to provide. Their belief was that the campus training supported the TWI teachers and their needs. James (AP2) communicated that the administrative team had been conducting learning walks, and that was successful in providing feedback and guiding the professional development offered on campus. Alma (TWIS3) did note that the learning walks were helpful for her, as they provided feedback on her teaching. “They just did learning walks last week and they were very happy with mine. I got a lot of really good compliments about what I’m doing in my classroom.” The campus offered professional development that was aligned to the needs of all learners on campus, but it was not TWI specific. James (AP2) said,

“I think every campus is different and has its own culture, but, um yeah, I think because what we’re putting into place with our professional development that we have on campus and what the district provides I think that we have what we need to implement what...to get to the goal of all our students. I think, meeting their academic needs. We have that...we have the seven steps. We have reader’s workshop, writer’s workshop...and how you know those things have to be implemented in a TWI program as well, so professional development, when it

comes to the five non-negotiables that falls under number two: professional learning will improve.”

James (AP2) referenced the superintendent’s non-negotiables. When asked if James (AP2) had professional development training in TWI, he responded,

“even though I’m new to this campus I think that I’ve already tried to get on some type of register for our different programs, like the reader’s workshop, the writer’s workshop...you know we have our book studies when it comes to the seven steps and how we’re going to implement those seven steps in all our programs and of course including the TWI.”

His perception was that the professional development training he was receiving as an administrator at the campus and district level was sufficient. He also felt that more professional learning could benefit him in serving the campus. “Can we do better and can we constantly improve on that? Of course.” The professional development that James (AP2) and the other Assistant Principal were receiving was not TWI specific, but was general to teaching. He expressed that he would like to learn more about TWI programming as well. “I would love to get in the TWI classrooms more and talk more in depth about the things they have to face or the issues that they may have to face versus a non-TWI program. So there’s a lot of things that I would definitely want to see and be a part of when it comes to professional development and our TWI program. Definitely.” While James (AP2) expressed satisfaction with his training, he also confirmed that he was not being trained specifically to support TWI programming. Their campus training decisions did, however, consider the importance of language development.

Rachel (AP1) shared that “we’re totally a language school. Because we have three languages...we’ve got the hearing impaired as well, so we have sign language as well.” When they determined professional development for the campus, they considered the language perspective. As a campus administrator, she provided training to TWI teachers with compliance and assessment issues. She shared that it was challenging to train teachers to administer TELPAS because they had both ELLs and non-ELLs in their classroom. “It’s kind of difficult because they’re in a bilingual program, so it can be very confusing, as to well they’re here, why don’t I do TELPAS with them? Well, because they’re not a second language learner for English.” Regarding the amount of TWI specific training that was provided, she stated that “it’s hard to delineate it from since it is a bilingual program...those teachers also get trained pretty much the same. They’ll go to the same trainings that the bilingual teachers go to...then there’s a crossover that also includes our ESL teachers.” When Rachel (AP1) was referring to bilingual, she was referencing the one-way dual language bilingual program teachers. Training that was provided for one-way dual language bilingual teachers did address language development, but it was not specifically designed for TWI teachers and the needs in their classroom.

Another challenge with training and professional development in the TWI program at Bluebird Elementary was ensuring that the teachers were well-trained on the importance of model implementation fidelity, and its implications for student language and academic growth. While the teachers interviewed had a working understanding of the model expectations, there was a need for clarity in the importance of it being implemented consistently and with fidelity to the model expectations. For example, the

language of instruction by subject was mentioned by both teachers and campus administration. Susan (TWIE1), who taught first grade TWI in English, was uncertain about the vertical implementation of the language of instruction for each grade level.

About the model, she stated

“two way immersion goes first through fifth. There are two classes per grade level, one English one Spanish. And um, they spend in first grade 50/50, and in I think it’s 50/50 in kinder and first and I believe it’s 50/50 all the way but I’m not sure but I know kinder and first is 50/50.”

She was, however able to articulate how she was to implement the model in her classroom.

“The Spanish speakers receive basically ESL services from me and the English speakers get the same thing, but not English as a second language but Spanish as a second language...I guess. We use a lot of visuals and conversation and uh just redoing over and over and makings sure everybody understands what it is and they talk a lot. We try to pair them up and so they get a lot of peer help also. And they, I think they get better services as far as ESL is concerned in the TWI program than they do in the general ed. In my opinion. Because it’s constant. It’s not pull-out or push-in for a little while. It’s nonstop.”

Considering that she was the English teacher, and teaching English to native Spanish speakers integrated with native English speakers in her classroom, she had a strong working understanding of what needed to occur in order to increase English language development. She referenced the bilingual pairs, and the importance of having

a balanced classroom with both native Spanish speakers and native English speakers.

“The pairing I think is absolutely crucial. It becomes more difficult when you have more English speakers than Spanish or more Spanish speakers than English, when you don’t have enough to pair.” She discussed the value of being immersed in the language, and why it was important to stay in the language of English in her classroom and for her partner to do the same in Spanish. “They are immersed in their language, whichever language they’re being taught, constantly. And they...it’s reinforced all the time.” She noted that because of the pace and the high expectations for both language development and content mastery, the teacher must be very observant and responsive to student needs. She attributed this to the fact that the teachers in the TWI program were more focused on the needs of their students.

“You’re constantly paying attention to that and you’re constantly making sure that everybody understands and you don’t think that they should understand just because...you know that everybody’s going to need a little bit more support, and so with, I think that’s one reason it’s very successful. Because these kids are getting, probably, I wouldn’t want to say more than a general education classroom, it’s just we’re more in tuned to it because it’s a language program and so you focus on it a little bit more and so they learn more.”

Also addressing the issue of language development in TWI programming, Alma (TWIS3), who taught third grade TWI Spanish, stated that “the two way immersion program is a 50/50 program. I do the Spanish part, which is, the contents would be reading, writing, word study and social studies...and the English part is math and science

integrating reading and writing and grammar as well.” She expressed frustration about the language development of her native English speakers in Spanish and stated,

“I teach the language arts units and I do the introductions and my teacher next door will, will um pick up on what I’m doing and she does an activity on it. Now, this year because the kids have come a little lower than usual in Spanish, I’ve had to do a mini-lesson in English to make sure we are all on the same page and then continue the activity in Spanish. Something that I’ve never had to do before. Only because I would get those blank looks, okay, and I’m going like okay I’m going to take a few steps back, so last year I didn’t have to do that. This year I’ve had to do a little mini-lesson in English and then continue so that my partner can pick up from what I’m doing and continue with a short activity in that skill, whether it could be character analysis, or point of view or whatever it might be. We were having that problem so I had to do things a little differently this year.”

And Elena (TWIKE), who teaches kindergarten TWI English, shared that “It’s a 50/50 K-5,” and stated that she felt fortunate for having great training in her previous district, as well as ESL teaching experience, to help her implement the TWI model at Bluebird Elementary. She did not, however, reference training that was TWI specific in Jones ISD.

Campus administrator understanding of the model and its implementation varied. Rachel (AP1), who had been with the TWI program at Bluebird Elementary since its inception, shared the following about the TWI model:

“We’ve now kind of morphed it into the 50/50 model, so that the one way program looks similar to the TWI program, the two way immersion, except for the clientele. So the clientele is Spanish speakers and English speakers, both learning the other languages. So, Spanish speakers, their L1 being models for English speakers and then you have the English speakers, as their L1 being the model for the Spanish speakers so that they teach each other. So they have what they call bilingual pairs. In a nutshell that’s the program, because it’s really more about who participates in it because you have two languages being learned by two different populations, not just the regular Spanish speakers trying to learn English, but the English speakers also trying to learn Spanish. That is, in a nutshell, that’s the basic program.”

She did articulate how the program is implemented by language, and referenced having documents from the district to guide her understanding.

In contrast, the other assistant principal James (AP2), who was new to the campus and the program, stated “Um, our campus TWI... forgive me if I can’t elaborate as much. I’m still again, kind of new to it, but it gives a lot of our students opportunities to learn of course, be immersed, whatever verbiage you want to use, to learn a second language, um, Spanish. So, there are a lot of benefits...” Since he was new to the campus, there was a learning curve for him regarding understanding the model. TWI specific training was not provided to him in his role.

Camila (BIO), from the district office, was asked about how much training was provided to administrators and teachers about TWI specific training, and she expressed this about needing to provide more training specific to TWI model implementation.

“Not nearly as much as it should. I think we do a lot of content instruction for them if they choose to go. Some do, some don’t believe in that, you know. So I think we train them a lot in content. I think Maria (BIF) does do a little bit of training, um, but we’re not addressing enough of the actual two-way. I don’t think we give nearly what we need to give for that program for professional development, which is why next year I really want to be pushing that.”

Maria was a teacher in the TWI program, and experienced implementing the program first-hand in the classroom. She had the unique perspective of a TWI teacher and a district TWI program implementer. Camila (BIO) noted, “I’ve also got Maria...it’s going to be like her third year, and she’s gotten things under her belt. I’ve seen her grow quite a bit in this position, so she’s really going to be able, ready to be taking this on.” When Camila was asked about Maria “taking it on”, she stated “because I also know the pushback from each way, but we just want to come and plan, and now you’re going to take some of this time and train us? Because I don’t have more time to give more days. But we’re in desperate need for some of that training, you know?” Her perception was that teachers may push back against additional TWI training and she was preparing Maria for that possibility. This need for TWI specific training, which was a challenge for program implementation, intersected with the challenge of needing more time in the TWI program. If there was more time to train teachers, there would likely be more TWI specific training.

Ongoing professional learning. The district perception of professional development training was evident in the feedback provided by Maria (BIF), the Bilingual Instructional Facilitator, and Camila (BIO), the Bilingual Instructional Officer. The

district was providing training through PLC days and when possible in the summer.

Maria (BIF) stated,

“I communicate with the teachers, like I said, we have four planned meetings, and we have them all day long. We call them TWI PLCs. We have four that are created right before the school ends for the next year. Either they take place in one campus or we divide two and two...So those two, those four all day trainings are just...they’re very productive. I bring in resources, trainings, I allow the teachers to plan, to collaborate, to share lessons...they have access to each other’s lessons.”

This was evident from an examination of the archival TWI PLC agendas provided by the district office. Maria (BIF) was reflective on her PLC meetings, and shared her thoughts on what she would like to try and implement in the future. “Something that I want to put into practice next year that I ran it by my officer and she liked the idea, is to call it a switch day, where the teachers from Bluebird Elementary switch. They go into Cardinal Elementary and the teachers from Cardinal Elementary come into Bluebird Elementary and teach for a day.” She believed that it would add to the perspectives of the teachers and help them to see the students they are servicing. It would increase the information that the teachers have about their lesson planning. “Sometimes we think our children are the same because they are in the same program...they might be, but still even children within the same program have special needs and I think that could be addressed if we are able to see and be in their lives for one day and just take it from there.” Her hope was that the teachers would see how different strategies and activities would benefit learners in the TWI program. Maria (BIF) did not receive training for her

current role as the Bilingual Instructional Facilitator, other than her experience teaching in the TWI program at Cardinal Elementary. When asked about the training she received as a new teacher to the TWI program at Cardinal Elementary, she stated “unfortunately, and to be honest with you, I did not receive a training. I was teaching bilingual at the campus. I was doing the Spanish side and English side of our program and I had a partner.” Her principal asked her to switch and teach in the TWI program, and she agreed to make the switch. She did share that she had worked in a dual language program in another district before moving to Jones ISD, and it was a program similar to the Jones ISD TWI program. The program was K-5 and followed the Gomez and Gomez model of dual language instruction. She was the second grade Spanish teacher.

“So I had that mentality and I implemented a lot of the things from there because I had not received a training. Then we met with our facilitator, and put a lot of perspective into place and there were some things that I had to change and move to, but it was more like a learn-as-you-go. And so when I became the facilitator, my goal was I don’t want to put someone in a situation where they have to create something or imagine well maybe it should be like this or should be like that. That’s why I meet with the teachers on a one to one separately, then I have trainings specifically for them and then I support them as much as I can. I also come into the classrooms and model lessons for them.”

This reinforced how the teachers felt about their training for TWI and how Camila (BIO) felt as well. TWI specific training was challenging to implement and there was a need for more TWI specific training. Maria’s perception of how she supported the professional learning for new teachers in the TWI program focused on how much support

she provided to the teachers. The teachers did not disagree that they were supported, but did note the need for more training in TWI topics and implementation.

Maria (BIF) tried to support the teachers throughout the year by providing on demand professional learning. “I email the teachers and I say what else do you need? And sometimes their questions guide me into what other things are missing, and sometimes it’s just resources. And maybe that’s the part that I need, to provide more resources, and so I try to search, I try to get online and see what other districts are doing who follow the same program that we have.” She gets a lot of ideas and resources from Colorado, Boston and Massachusetts, and feels the best way she can support them is bringing those resources to the next PLC. Ultimately, Maria believed “they have to get the same training that meets the needs of their kids.” This supported what the teachers have articulated and what has been evidenced in their implementation of TWI teaching. They either expressed a need for more training, or felt that they were implementing the TWI program effectively. However, when language development was the focus, fidelity to language was crucial, and this was something that Alma (TWIS3) stated she was not doing. The English teachers expressed that they needed to use their ESL techniques. This was not specific to TWI, but it was their interpretation. They did express a need for more TWI specific training and the need for receiving it prior to teaching in the program.

Professional Development Goals. Camila (BIO), who is Maria’s supervisor, shared this about district professional development. She stated that teachers did not get enough training, stating,

“Well, when I’ve been to the planning sessions, it’s all like, um, there’s this activity, there’s this activity, there’s this activity...let’s cram like this, let’s

do...which is fine, and I've lived in that world. I still don't see, which is why I really want Cheryl to talk to them planning about we're working with kids...how are we bridging the two languages? How are you making sure that what you're teaching in Spanish is transferring...they're making those connections between both languages..., I still think we tend to have a very monolingual perspective when we're planning our portion, and I still don't think we do enough of connecting the two."

When asked how she was trying to address the situation, she stated,

"...having said that, I take a lot of responsibility for it because I don't know that we've pushed into that nearly enough, but I'm just starting to do that with my one-way, you know? So I tried to start to do that even before, by having everybody read a book or whatever, and there was very low participation...I mean they...just again, if you can't force them to do something, you know? And I hate to use the word force, but if you can't really...it's, it's really hard. And then when they're all being asked to do these things at the campus level, you know participate in this book study or participate in that, then what all this stuff is just gravy and whatever, it gets pushed off. But that's really...that's I think the big step that we need to take because we are really always talking to them that they're two halves of the whole."

She expressed concern about the challenges in professional development delivery, including the fact that some of the teachers did not like each other, or were not getting along for different reasons. Often in collaborative planning she saw "the Spanish teachers together, the English teachers together, and not enough...even if they sit at a

table together all four those conversations are happening like that. They're not really happening all four together how we're pushing it." Camila's perception of what collaborative planning and professional learning should look like differed from what the teachers expressed that they wanted in planning. The teachers wanted to plan with someone who was in their same shoes, delivering instruction in the same language and with similar student needs. Camila (BIO) and Maria (BIF) saw this as a need as well. What differed is that Camila (BIO) saw the need for TWI specific language bridging training that addressed TWI specific planning and lesson delivery issues, and the teachers needed more foundational training in TWI before they were prepared to embrace this training.

There were both challenges and successes with professional development in the TWI program. Campus administrators varied in the training they received in TWI implementation, as well as in their experience with TWI programming. They also perceived that campus professional development was supportive for TWI teachers. TWI teachers also perceived this, but they did desire additional TWI specific professional development. This was very evident with teachers who were new to the program. The district administration had conflicting perceptions about how well they were meeting the needs of TWI teachers. The district had goals for professional development that were not aligned with the goals of the teachers in the TWI program, and they perceived how well they were meeting teacher needs differently. A success with implementation was the ongoing, responsive professional development provided by the district for the teachers in the TWI program, and this was a structure that should continue.

Student Selection, Retention, and Marketing.

Selecting students for participation in the TWI program had both successes and challenges. Selecting students for the program was done by the Jones ISD district office. Campuses had no input on who was selected for the program. Rachel (AP1), an Assistant Principal at Bluebird Elementary, stated “they (the district office) even go all the way to determine our class lists.” Camila (BIO) shared that when developing class lists, they had to think about factors such as the number of native English speakers, the number of native Spanish speakers, and the number of boys and girls in the classroom.

Changes over time. When the program first began, informational meetings were held in the spring at the district offices to inform the parents about the program and solicit applications for admission. Parents would attend the district meeting where they were informed about the program and then they would apply for the program. They were given an appointment for their child to be tested on the IPT and if the results met the criteria they would be admitted into the program. Initially, the level expected was a C on the IPT in either English or Spanish. Parents could elect which campus they wanted to attend, and priority was given to students who were actually zoned to the campus. Siblings of students who were already in the TWI program also received first priority for program admission. Once all interested zoned applicants who met the criteria were enrolled, other applicants who did not live in the school zone were added to the program. Data analysis regarding the student selection and participation process revealed three sub-themes under student participation and retention that emerged from the data, and they included selection expectations, marketing, and parents.

Students in Jones ISD were selected for the program in kindergarten using IPT criteria. When the program first started, students needed to score a C on the IPT in either

English or Spanish in kindergarten to be admitted into the program. According to the Bilingual Instructional Officer, Camila, “when it first got started it was, um, not very well known. People had to be begged to join, so a lot of concessions...it was that you bring all your children into the program while allowing everybody in, you know, because you have, uh, really kind of agreed to participate with us and join with us in this venture.” Camila served as the Bilingual Instructional Facilitator before becoming the Bilingual Instructional Officer. The selection criteria was maintained for a few years until the program grew in popularity and more parents were interested in joining the program. She shared that “for a while it went that we were having lots of people apply and you could kind of pick and choose, if you almost wanted, who was entering the program. But, because we had so many people who the families are the ones who are coming in, it almost became a little enclave of these families who are always the ones who are in the program, and the few other lucky people who get to fill in around the edges.” She noticed that as the program continued to develop the English speakers were not as successful as they could be in the program and she started to examine admission procedures. This was determined by examining language proficiency benchmarks over the years along with mastery of state standards.

“We started looking at our, like admissions procedures and who was entering, and really tracking who was struggling to try to figure out well, should...were they really a good candidate to begin with or not? And we found the problem wasn’t really on the English side, it was on the Spanish side, who we had as our role models. So, we really worked on then how better to assess the students to determine who was really going to be successful in the program.”

As Rachel (AP1), one of the campus assistant principals, noted about the program model implementation, “Spanish speakers, their L1 (Language 1) being models for English speakers, and then you have the English speakers as their L1 being the model for the Spanish speakers, so that they teach each other. So they have what they call bilingual pairs. In a nutshell that’s the program because it’s really more about who participates in it, because you have two languages being learned by two different populations, not just the regular Spanish speakers trying to learn English, but the English speakers also trying to learn Spanish. That is, in a nutshell, that’s the basic program.” Because the TWI model in Jones ISD heavily utilized this component of bilingual pairs to help develop language, it became a challenge for students who spoke English as a first language. They were having difficulty learning the second language of Spanish from their Spanish models, and demonstrating content mastery in the language as well. It was not an issue for the native Spanish speakers.

In order to adjust to this phenomena, Camila lobbied for changes in the criteria for admission to the program. When asked about changes that she has made to the program, she noted

“I think the biggest thing was raising the level of oral proficiency from a level C to a level D on the IPT... and I went round and round with Anna (pseudonym) at the time because I was the Facilitator and she was the Instructional Officer...because she’s very big on, you know, this program is for everybody, and we want to make sure it’s equitable, and she was concerned about the students at Bluebird Elementary and that they would not be able to get those scores, and be able to get into the program.”

The two campuses that provided the TWI program were very different demographically. Bluebird Elementary was 46.9% economically disadvantaged and a Title 1 campus, while Cardinal Elementary was 2.7% economically disadvantaged. Additionally, Bluebird Elementary had nearly double the special education population. Children in poverty bring more school readiness challenges and students in special education have demonstrated and identified learning difficulties. The issue facing the district was establishing a criteria that would offer access to the program while balancing the required readiness skills and language development needed to be successful in the program. Camila (BIO) stated, “I told her that it was unfair to let children into the program if they weren’t able to then perform in the program” and noted that the students at Bluebird Elementary were having more difficulty with learning the second language than the students at Cardinal Elementary. She also shared that the Spanish speakers at Bluebird Elementary were slowed down by the deficits in language acquisition that the English speakers were having in Spanish, so “everybody was like struggling and the teachers were frustrated and like everybody was like ready to quit and we would have a lot of people leave.” She was successful in getting the entrance criteria changed to a level D for both English and Spanish, and then changes began to happen. One change that Camila (BIO) saw was that the pre-kindergarten program teachers at Bluebird Elementary “stepped up,” according to Camila, because many parents were enrolling their child in pre-k at Bluebird Elementary so they could have a better chance of their child entering the program. The teachers would have to communicate to a parent that their child didn’t make a high enough score on the IPT, which some parents viewed as a reflection on the oral language teaching in the pre-k teachers’ classrooms. Therefore, a

more targeted effort was made by the pre-k teachers to develop oral language proficiency in the native language. With oral language scores improving in pre-k and with the new admission criteria, Camila (BIO) started to hear from teachers that they were being more successful with the students, and the parents of native English speakers were pulling their children out of the program less than before. Before the change in admission criteria, some parents of native English speakers expressed that they didn't feel the program was working. After the change, the program at Bluebird Elementary became more successful in developing the Spanish in the native English speaking students and the native Spanish speakers continued to thrive as well. As Camila stated, "it's just...I think that's one of the things that I think really helped to keep the program at Bluebird Elementary...*alive*, in a sense."

The TWI program in Jones ISD grew in popularity over the years and more and more families were seeking participation in the program. It became easy to fill both campuses in the district and a waiting list was even created for those who were not selected to be in the program. The waiting list varies from campus to campus, however. As Camila (BIO) stated,

"I always do tell people, the one at Cardinal is till kingdom come, I mean and the one in Bluebird isn't. Because I'm always trying to encourage people to go to Bluebird. I'm like, it's just as good, the principal is just as nice, the building may not look just as pretty, but if, you know, once you're, once people are at the Bluebird program, they're happy and you can't get them out. It's getting them in through the door. That's partly why we don't go into details."

Another development in the community that affected student selection for TWI and has proven to be both a success and a challenge was the emergence of pre-k programs and childcare centers that offer Spanish language instruction as part of their curriculum, in an effort to feed into the Jones ISD TWI program. Camila (BIO) shared that they promoted their establishment by saying “Our kids get into two-way, our kids get in...our Spanish teacher is good enough that they get in...that’s become a good selling point.” As a result of these emerging businesses, more and more students were coming into the district with English as their native language, but also with Spanish language development. The district solidified its position that Spanish did not have to be a prerequisite for a student to be in the program. Because so many students now tested with both English and Spanish proficiency on the IPT and were essentially bilingual already, the district was challenged to make a decision regarding those students. The district determined that the emerging bilingual students did not have priority over students who only had one dominant language of either Spanish or English. Camila (BIO) stated,

“I always talk to Maria about having, yes, we have all these great kids who know Spanish, but that should not be like a prerequisite. So we really also need to look at those who just speak only English, or only Spanish, plus those who are bilingual. And kind of almost try to have, if possible, like a third and a third and a third within a class.”

The selection process was well-defined by the district, but once the students were selected for the program, they did try to balance the class lists out with students who were English dominant, Spanish dominant, and emerging bilinguals. From Camila’s (BIO)

perspective, the ever-evolving changes in student selection and criteria contributed to the success of the program. Susan (TWIE1) and Elena (TWIKE) expressed that their students were successful in the program. Alma (TWIS3) contradicted this perspective, but only for her current students. In previous years she did not struggle to teach Spanish to all her students, but this school year she was having difficulty and changed her teaching methods.

Marketing. When Jones ISD realized they were losing students because of their entrance criteria, they adjusted by raising the criteria for student selection. Another adjustment that was made to student selection involved the marketing of the program, and it proved successful. Jones ISD had two sites for the TWI program, and one site, Cardinal Elementary, was consistently full and had a large waiting list, while the other site, Bluebird Elementary, was not always full and the waiting list was small, if there was one at all. One reason for this may have been that Bluebird Elementary was a Title 1 campus, while Cardinal Elementary was not. Both were located in single-family home neighborhoods, but the neighborhoods had different socioeconomic levels.

Maria, the Bilingual Instructional Facilitator, was able to help impart a change in marketing the TWI program to the district community. As mentioned before, the informational meetings used to be held at the district offices. Maria (BIF) was able to start “having the TWI parent sessions at the campuses. Before they used to take place at the ESC, and not too long ago I heard parents say that...almost like this program in the past, it was like a hidden program, like a secret program, that people didn’t know about and I don’t know if that was true, but maybe the fact that they are held at the campus and people hear and they see the flyer and parents get to communicate more openly has

opened doors for a lot of parents who didn't really know about this program. And unfortunately find out when it's too late for their children to be part of the program, so um, having those parent sessions at the campus and providing them in two languages where parents feel more comfortable to attend has really impacted our program tremendously."

From Maria's (BIF) perspective, this change with parent information sessions proved a success for Jones ISD TWI programs. Maria (BIF) shared how she communicated with parents in these formats.

"I also meet with parents to explain the program. I coordinate all that entitles our TWI parent sessions. We will be having five sessions this school year. We'll have two at each of the campuses, one in English and one in Spanish, and within that I plan all the information that is given to the parents. So, in those programs I prepare the PowerPoint that explains the program to the parents, and there will be two presentations, one in English and one in Spanish. I put together the flyers that will go to all the campuses. Make sure that every child that is between pre-k and fifth grade that is attending Jones ISD gets a flyer to go home within at least a month of these sessions happening so parents can make arrangements to attend. These sessions are at night from 5:30-7, and like I said they are in two languages."

Because parents were fully informed, and had ample opportunity to attend these meetings, enrollment in the program at the kindergarten level grew. The perspective Maria (BIF) had about marketing was that recent changes proved successful for the

program. This perspective contradicted the perspectives of Camila (BIO) and Rachel (AP1) regarding the marketing challenges in the district for this program.

Camila (BIO) noted that other changes in the district community impacted the marketing of the TWI program, and created challenges. Recently an international charter school opened in the community, and it offered a trilingual education in English, Spanish and Chinese. Rachel (AP1) shared that

“they (TWI parents) didn’t like accepting no for an answer so now many of them are going to charter schools. They left. (to the new international academy charter). And I’m already getting wind that we’ll get some of them back by next year too. Which I am not surprised, not one little bit. I already predicted it. Don’t worry, you’ll be back. But not all of them, because they’re happy with their...a couple of them I know they won’t be back because they would never admit defeat, because I know it would be, they’d think that we thought that. We wouldn’t, it was just a...it is what it is, so come on back and get your kid where they belong.”

Camila (BIO) also discussed the competition of the new international academy charter and that many students left the program in the higher grades to attend the new school and add learning the third language of Chinese.

Rachel (AP1) expressed her viewpoint as a campus administrator by stating,

“...I mean you do want people to know of this cool program we have, you know? It’s like you want to... spotlight, I said spotlight...well, yeah, it’s kind of like that...you do want people to know about it. It’s like you want to...marketing is probably

the...advertise, yeah, that you've got this cool program but it's a part of a bigger thing, and that's keeping you know that keeping the big picture in mind and not just thinking you're an island under yourself and you're special and you don't do the things that everybody does. Um, we fight really hard to keep away from that, and we have, but at the same time, you know, you want to, to showcase what you've got here, that it's really kind of cool that we have this, and that our kids can speak in both languages. It doesn't matter if they're the English ones or the Spanish speaking ones. They can actually, they are coming out bi-literate when they come out of here, and I think our hardest thing is making sure we keep good teachers in here."

Rachel (AP1) and Camila (BIO) saw the influx of new charter schools into the area as a challenge for marketing. They also felt that it is an ongoing challenge to recruit students for the program and encourage families to participate in TWI.

Future program considerations. The addition of a trilingual charter school in the district certainly impacted the district TWI program in many ways. Parents who had their child or children enrolled in the Jones ISD TWI program withdrew their children to enroll them in this new school, and there was still an unknown impact on how many parents would elect to enroll their child in this charter school instead of the Jones ISD TWI program in the future. The role of marketing emerged as a theme for TWI model implementation in Jones ISD, and one marketing ideas was to provide a unique program model. In the research there were many examples of TWI implementation as a strand in a school, much like at Bluebird Elementary. There was also research regarding whole school TWI implementation, like the one at the new charter school. Stakeholders had different thoughts on whether a whole school implementation would be better as

compared to the strand model that currently existed in Jones ISD and at Bluebird Elementary. Teachers were fully supportive of having a TWI school, where all the students enrolled were in the TWI program. They liked the idea of having common goals and supports and a focus on bilingualism and bi-literacy. The third grade Spanish teacher, Alma (TWIS3), expressed “Oh my goodness, one whole school being TWI would be like heaven to me. Why? Because we are all on the same goal, we are all on the same objective, and um, we all share the bilingualism, biculturalism philosophy if you may, so we’re not just oh, this is the third grade TWI. We’d be like we’re all in the same boat here. So I think we’d be even more successful. In my opinion.”

Elena (TWIKE), the TWI kindergarten teacher, shared “I like the idea of a TWI school. It seems like that would allow for support specific to our needs.” Susan (TWIE1) agreed that a TWI school would have many benefits for the students and the teachers.

“I think as a whole school it would be better for professional reasons and for...like I was in the library today, and we have bilingual books, you know we have Spanish books in the library, but the signs in the library are all in English, and.... I think if you had a TWI campus, the entire campus would be immersed in both languages. So, everything you saw in the whole campus would be bilingual. You’d have English and Spanish everywhere, and I think that would be a plus for all the students.”

Susan (TWIE1) also addressed that having a TWI school would enable more collaboration and support for teachers and staff.

“As far as the teachers and staff, everybody would know...TWI would be what everybody does, and so everybody would know what the rules are and what is supposed to be taught and how it’s supposed to be taught, and then the planning would be, you’d have so many more people to bounce ideas off of...”

She and other TWI teachers expressed the need for having a collaborative partner to plan with in the language of instruction they were charged with teaching, and also for having more resources. Susan (TWIE1) also shared that having posters in English and Spanish around the school would benefit all students in the TWI program. Currently, the TWI program was a strand at a bilingual campus that also had an Auditory Impaired (AI) program that used sign language.

“I mean half of our campus is bilingual so there are some. But if the whole, if everything was that way, then the kids who are learning Spanish would learn it faster and the kids who were learning English, especially when they were first learning English would be more comfortable. And it would...I just think that it would...the language immersion would be increased and immensely if it was a whole campus.”

Teachers were in unanimous agreement that a whole school approach to TWI was needed and valued from their perspective.

District administration also agreed with the TWI teachers that having a TWI school would be ideal. Their perspectives incorporated more than just the benefits of school-wide instruction that was focused on TWI goals. Maria (BIF) had a district role as the Bilingual Instructional Facilitator and also had experience as a campus TWI teacher, which impacted her perspective.

“I think as a strand it’s powerful when you hear parents...I’ve been in the school and I never heard about this program...I heard how wonderful it is...I want in. When that strand is so powerful that it’s bringing in outsiders, if I may say, and want to be a part of it...like I just got an email from a parent that has a kindergartner here and he was like, I want my daughter to be a part of this. I heard so many great things. Why? Because they hear other children in the playground who came in in August knowing only English and are now speaking Spanish...she wants in for her daughter. So when we see that I think the impact is there. Would I like to see that in a whole campus? Definitely. The district that I came from before, Weslaco Texas, was the only dual language campus and it was K-5. Ran like a very similar to a TWI campus. We just followed the Gomez and Gomez model very similar to TWI. It was K-5, I was the Spanish teacher in second grade and I had my partner who taught only English and we switched our kids...that model works wonderful. I think it would be more powerful if we had a campus that had that.”

Camila (BIO), the Bilingual Instructional Officer stated,

“it would be just...in the perfect world, it would be easier to just have one school because then you could have everything be bilingual, and not that you can’t do that when they’re a strand, but people are more like, what? And everybody would be on the same boat. So you could really have really clear goals as to the campus, how we’re going about achieving scores, achieving this or that, within the context of what we’re doing instead of trying to make it fit in to this model that is not

exactly what you're supposed to be doing to support two languages and support all the instruction the kids need to be successful."

Considering that there were two district staff members assigned to support the TWI program at two campuses, consolidating the program into a single school that was all TWI students was appealing to district administrators.

Campus administrators disagreed with the perspective of the TWI teachers and district administrators. They did not perceive a TWI school as a positive option. Rachel (AP1), one of the Assistant Principals at Cardinal Elementary, felt that

"it would be really awesome, but I think its...because it's pretty expensive, when you have to have bilingual teachers, you have to have ESL teachers, and if you don't have enough kids to fill those classes. I think that's the reason the board didn't go on to junior high because it's expensive, and now our class sizes are below the 22 to 1 so when you start looking at the numbers of students you're servicing and the cost of the teachers...not to mention, you know resources that we have to have which can usually be shared with the bilingual program anyway, the one way program, it wasn't so much that, but it's the teachers, because the most expensive thing we do is um, you know the most expensive thing we have is the personnel cost. So when you look at that, it's not cost effective when you could get, you've got 22, a full 22, and you can even fudge it to 23 or 24, you know, without getting another teacher. And in that one you can't. You've got to have it. You got to have those two teachers. So I think the hold back is having enough people that want it."

She expressed concern about the cost and the marketing for having a TWI school. This directly related to her current experiences supporting the TWI program.

James (AP2), also an Assistant Principal at Cardinal Elementary, shared Rachel's (AP1) perspective about a TWI school, but for different reasons. His background was in special education.

"I think, when you talk about, when you think about LRE, or least restrictive environment, um...I've seen different models. I was a special education undergrad, so we used to look at different models and how it used to be, so I'm making a comparison. Comparing and contrasting so to speak. In the olden times when you're talking about special education, but this will tie back in to TWI, you had your special schools, and we still have some of those schools, where you may have a certain disability, where all students with like disabilities will be served at the same school...that's great because you have support but then again you miss out because we want those students to be around students who...who may, I mean, we want them to have the best enriched experience in all, so I mean, there are times when you do have your specialized groups."

His concern with having a TWI school was that the students in that school may feel segregated, much like students in special education were segregated in schools in the past.

"I also think when it comes to least restrictive environment, when you give students opportunities to be around students who, uh, all students who may, you

have diversity, you know, I just love diversity because you can still learn from, in so many different ways, but I also love, I love the best of both worlds.”

He emphasized that diversity is important in a school. A TWI school would not have a diverse population, from his perspective. His solution to having a strand in a school for TWI was

“if you need to have pull out with small groups, you can still implement that at the same school. And I mean, you have to logistics, you know, but that’s a whole other subject, how it’s going to be done but, I feel that if you can have best of both worlds at the same school, where you have opportunities to learn with, you know, to be around the general population of how this world actually looks, you know?”

He also emphasized the transition of students from the school environment to the real world. “You know when you graduate from high school and college you’re going to have to be able to work with everybody so I think they still need the opportunity to be around everyone...they have that enrichment from everyone learning from everyone. But at the same time we still provide small groups if needed” He noted that he was not completely opposed to a TWI school, but would proceed with caution. “It’s not like we need to have ongoing debate, but then that debate will always come up, you know, should they be at a certain school? I don’t know, I’d research, you know, I’d look at the data. But just speaking, I think that the best of both, I think there’s a need for both.”

Because Bluebird Elementary also had the Auditory Impaired (AI) program on campus, there was differentiation happening in all classrooms. Bluebird Elementary

served hearing impaired students, ESL students, bilingual students in both one-way dual language and TWI, special education students and general education students. This all contributed to the culture of the school. Rachel (AP1) shared that “Yeah, I think that’s the worst one is just trying to make sure that we all still stay a family, because we’re kind of family oriented at this school anyway, that’s one of our hallmarks, I guess of our culture. That we’re all, no matter what we’re doing, even though this is a cool program and not everybody gets to do it, you’re still part of the Bluebird family.” The campus was intentional about ensuring that all stakeholders in the school felt connected to each other and part of a family. Removing TWI from the campus and making a separate school for just TWI was supported by the teachers and district administrators, but administrators felt it might isolate the TWI program students.

Going forward, the district challenge will be to determine if there needs to be an adjustment to how the TWI program model is implemented. Should it continue as a strand at two campuses? Another approach would be to create a TWI school, helping to ensure that language development is occurring throughout the day and in all areas of the school.

Responding to changes over time and subsequent responsive marketing strategies was a success for Jones ISD. The district TWI program has been challenged by many community developments and changes in parental interest in the program. The district has also been challenged by parental demands for program continuation into secondary, and has weathered the storm, accordingly. Stakeholder perceptions confirm that the district has adjusted well to change and program evolution with program changes and marketing strategies that have proven successful in maintaining the TWI program.

Parental Involvement and Communication.

Analysis of stakeholder perceptions also revealed challenges and success with parental involvement and communication. TWI students came from all over the district to the two sites in Jones ISD. The TWI model was unique in that it not only developed native Spanish speakers into bi-literate students, but does the same for native English speakers. This resulted in a great deal of TWI specific communication from parents to teachers, campus administrators, and district administrators. Parental involvement was also a key component to admission into the program. Parents signed a contract that they would contribute volunteer hours to the campus as a condition of their child being admitted into the program.

Student Selection. One challenge with parental involvement and communication related to the selection of students for the program, and the subsequent feedback and questions the district and campus received regarding selection, the lottery, and the waiting list. Camila (BIO) shared this.

“I’ll tell you we don’t talk about the waiting list. I’m sorry. That is just a...I have been...that comes from up on top, so...okay, we never...because I have parents who call about every week...’where are we on the list?’ I’m like, ‘I’m sorry, we don’t...we just...don’t talk about it.’ I also tell people a lot of times I don’t like to talk about the waiting list because sometimes you can be next on the list and no one is leaving. But it feels like you’re number 100. So it doesn’t do you any good to know you’re the next one. Sometimes it makes it even worse because you *know* you’re the next one, and no one leaves, and no one leaves. So, why torture you with that...and other times you could possibly be number 10 or 15 and

by the time we go through the list, no we're not interested anymore, or they've moved away, some things happen, and you suddenly happen to be next."

The waiting list was a source of challenge for the district. Parents who were interested in the TWI program questioned at both the district and the campus level if they were next in line or if they were able to secure a spot in the TWI program. The district absorbed all parent feedback on the waiting list, as campuses were directed to call the district about waiting list questions, and the campus had no input on the waiting list or student selection at all. Camila (BIO) pointed out that there were inherent considerations with the waiting list that could impact whether a student who was next on the list was selected. For example, student gender played a role. Camila (BIO) shared the challenge of when

"the next 14 are all girls and the teacher says, 'my God, if you put one more girl in my room...I need a boy. Look, I have 20 girls.' Sometimes you have to go to the next boy, you know. But parents don't understand that, so it's easier to just say, 'We're so sorry, we just don't discuss it, because you can't win that one. I mean and like I said, Maria (BIF) had somebody who called her once a week last year...every week. One of the Cardinal ones.'"

Camila (BIO) referenced that parents were tenacious about securing their child a spot in the TWI program and it was typically Maria (BIF) who handled those calls. Defending student selection for the TWI program was a challenge for the district administrators, and had no impact on teachers and campus administration.

Parental Questions and Concerns. Maria (BIF) saw challenges regarding parental communication in the TWI program.

“Well, the very first thing that I do when I work with my program is I have to be tentative and I have to be very careful with parent phone calls, which come in every day at different times, and I try and start with the first ones that come in. The calls last from ten to twenty minutes, depending on the questions and the intensity of parents’ interest in the program. I tend to emails...I try to be very careful in emailing within at least the very next day. I know how important it is and sometimes the parents just need a yes or a no and so I email them back.”

Ensuring that parental communication was clear, prompt, and effective was an ongoing challenge for Maria (BIF) at the district level.

Maria (BIF) also saw parental education as a constant need. Because the instruction in the TWI program was different from general education instruction and involved language development, parents had a lot of questions.

“Like I teach parents, your child is doing everything twice...not the exact same thing...if he’s writing a composition in Spanish, he’s writing one in English. It doesn’t mean they’re writing it on the same topic...they’re not, because we make sure that it’s different. But he’s, as a language learner, he’s performing in both languages at the same time. He’s having homework in English and in Spanish every day, because he has to nurture that and he has to have that extension to continue learning. So I think for a child it’s difficult, because they’re doing

double than anyone else is doing. One the one way or the regular program. But most children enjoy what they're doing."

Students in the TWI program were learning the same content as students who were not in the TWI program, but they were learning it in two languages. Teachers in the TWI program communicated with their parents, but sometimes the teachers were also learning how to teach in the program and may not have had all the answers. Calls from parents did get directed to Maria (BIF) for clarification. Maria (BIF) stated,

"I think one of the challenges could be...parents, in the sense that um, maybe at times they don't understand the program and I always tell administrators and I always tell the teachers, if this question is over your head, this is something that has nothing to do with your instruction, send them my way. I'll be more than glad to answer their question...parents are just concerned. Sometimes they see where the child was an English speaker and now is speaking English not correctly, but it is a matter of talking to the parent and saying, okay, the two languages are merging. And you're going to see that, and it doesn't mean that your child doesn't know English anymore. If he's adding a vowel that goes into the Spanish, it's the way of the two languages emerging at one time...at one point. He will distinguish one and the other and switch like you switch the light...that's it. But those conversations need to...I think that's a big challenge when parents don't understand that and are afraid. Or don't understand the complexity of our program."

Maria (BIF) noted that there were no ongoing parental informational sessions during the year. Parents attended an informational meeting to consider applying for the program, but beyond that there were no additional TWI specific gatherings. She stated,

“Of course they attend one session, once a year. They forget half the information they heard. We do go over that. I keep a note of all the concerns that the parents email me or call me and I keep a folder on it so when I’m planning for those parent sessions, I bring up these questions so parents are aware of what other parents are asking and that helps, but of course they forget.”

Maria (BIF) confirmed what Camila (BIO) shared about the waiting list as well.

“So one of the challenges is that a campus is that also, um, that they don’t understand why a child didn’t make it in...so that’s a conversation I have with them...how the waiting list works, and how they’re going to be offered the program when it comes in. Parents want to know what number am I on the waiting list. We do not give them that information because things could change. People could leave and then I get a call and twenty kids leave for whatever reason. Then if I say you’re here, and you were here, somebody else hears that and they might think that I’m altering that information and by no means do I do that. So that’s a challenge for parents and it is, just desperation. They want the program and they want it for their children and it’s hard for them to understand how the waiting list works.”

This high level of interest from parents was a success for the TWI program, but with that success came the challenge of telling many parents that there was not space for

their child in the program they wanted for the child. The timeline for entering the program was small for students who didn't speak Spanish as a first language, so English speaking parents called the most. Spanish speaking students, unlike English-speaking students, had the option of the one-way dual language program to develop their bilingualism. The TWI program was the only option for bilingualism for English-speaking students. The district administration was in agreement that parental communication about TWI was a challenge.

Parental Satisfaction. District administrators, campus administrators and TWI teachers all saw success in the area of parental satisfaction with the program. Parents in general were very happy with the program and its benefits for their children. Maria (BIF) stated that the district received very positive feedback about the program from parents.

“Honestly, all I’ve heard is that they love the program, and this is from parents, of course, they love the program, they wish that it would continue into the junior high and then maybe the high school. They see their children, and this is not only from parents whose children speak Spanish, and they’re learning English, but I hear more from the parents whose children only speak English at home and are now speaking in Spanish as they go into different restaurants, and are the ones ordering for the parents, communicating in the Spanish language when they’re going to different places that they go on vacation, so they see the importance of the language and they see that their children are truly learning and they wish that it would continue. Um, from teachers, they honestly love the program. They like it. They see how beneficial it is. Principals as well. They wish that this program would continue into the junior high and high school level at this time. We only

have it to fifth grade. How they wish it would continue into junior high and high school.”

She focuses on effective communication with all parents in the TWI program with the following perspective as a former teacher in the program:

“knowing I was passionate about what I was doing and I had a good, good relationship with my kids and my parents and I think understanding that now I value more the program, because I see it from the other side, and I see it from a parent side now. Um, and the fact that I was a teacher, the parents that I deal with, they have another understanding and another view...they do take my view and my perspective differently, because I was there and I lived it. And they know that I want the best for their child. And I’m advocating on the side of the teacher, but because it’s the best for their child, not because I’m on the side of the teacher. So, I think that’s, that’s where I’m at.”

TWI teachers shared nothing but positives about parental involvement and communication in TWI. Alma (TWIS3) expressed how parental happiness with the program impacted decision making at the school board level.

“My parents, ever since I can remember, have pushed for the district to continue the TWI program on to junior high school. I know at one point they went to the...the...board of education, okay, and that’s how strongly they felt about it, but I guess they were turned down. There wasn’t money or they didn’t want to spend the money towards it...I don’t know the cause of why they didn’t continue it.

Because the parents were very happy with the TWI program here. Yes, and also for example they want to have more.”

Susan (TWIE1) shared the same sentiment.

“The biggest topic that I’ve heard from parents mostly because that’s who I talk to...is about the TWI program only extending through fifth grade. They would prefer that it go all the way through high school. And that’s the biggest concern. I haven’t heard, I don’t hear any other complaints. Most of the parents really like the program and thinking their kids are thriving in it.”

When asked if she hears a lot of positive feedback from parents, she stated

“Yes. I think because as a parent with a child in the program, I know what is expected of the parents, and so because I know that and I had to sign the paper too, it, it’s easier for me to make sure that parents are doing what they’re supposed to be doing. So, because when I taught in general ed., and I was oftentimes the inclusion teacher, laying those expectations on some parents, you just can’t. But I know with these parents I can, and so and it’s not offensive to ask them to do things, and so it’s easier I think because they know what the expectations are before they come into the program. And so if they know that ahead of time, they know what is required of them. I just have to reinforce. I don’t have to tell them what’s required of them.”

When asked to clarify what she was asking parents to do that was different from her experience in general education, Susan (TWIE1) shared that it was

“just working with their kids and making sure that they are doing, mostly their homework and that they are getting some exposure in both languages. If you speak Spanish at home, find an English speaking friend or neighbor or whatever, and if you are English speaking, find some Spanish help from somewhere, whether it’s people around you or on line. You can find help there. You could in English too. So, just making sure that they’re supporting both languages. Because if you don’t support both languages, your kids not going to, especially if it’s difficult, they’re not going to want to do it. Because I know she, my daughter, struggles with Spanish of course.”

Students who were dominant English speakers and who were learning Spanish had more of a challenge to learn Spanish because of the lack of Spanish language models outside of school. English was the majority language in the community and the onus was on the parents to ensure that their child was exposed to Spanish as much as possible. Susan (TWIE1) shared her experience with her own daughter and explained the need for focusing on the Spanish and the importance of attendance in the TWI program because the curriculum was compacted.

“I know she’s doing fine in English, and so that’s when I know I need to focus on it; that’s my job and it’s also the other parent’s job too, is to make sure that their kids are equally...not equally exposed, but it’s (Spanish) equally respected and also that they come to school every day...that they don’t miss a bunch of days unless they’re really sick, and, so they’re here for everything, because they’ll miss a lot if they miss a lot of days.”

Often parental satisfaction was connected with involvement at the campus. Susan (TWIE1) talked about how the parents in TWI were involved.

“We involve them school-wide. There’s a lot of involvement, what do you call it, Title 1 parental involvement, and TWI does things on their own. I’m not sure who heads that up, but they do, you know, skate nights and family events and stuff at the park and things like that, but that’s not me doing that...that’s somebody else in the program. I don’t know who does that... I think it’s actually parents that do it.”

She also shared that the biggest change from general education teaching to TWI teaching was that she spends more time “I guess working with the parents more, because there’s a lot of parental involvement and making sure they’re aware of everything that we’re doing on campus that they can be involved in and uh then making sure that they do what they’re supposed to do with their children at home.”

Alma (TWIS3) agreed with Susan (TWIE1) that her TWI parents were satisfied with the program, and shared that

“Most of my parents in the TWI program are very supportive and they’re very involved with their kids, so, uh, which I love, by the way. In bilingual I did not have that experience. Parents are very supportive of the program. Um, both parents. The English speaking parents and the Spanish speaking parents. And I’ve had Japanese speaking parents as well. They really support bilingualism, they’re very involved, they’re very educated on how um, how the advantages of being bilingual. They believe in that even though a lot of them are only

monolingual they really support it. They understand how, also the brain what's the word...how the brain um, that goes on in bilingual and they really support it. And a lot of these kids they travel a lot and um that's one of the reasons the parents support it."

Alma (TWIS3) shared that her parents were a success in the program.

"That's another thing I like about TWI...TWI parents are just very supportive parents, they're very active parents. You know, before I came here teachers would say you know the parents are awful or they're helicopter parents but coming from the other spectrum I love this. The parents are just, they listen. Yes, they're demanding...it's their kids they're talking about. They are demanding. They really go out there...they write to me... I get emails almost every day from parents. Or little messages from dojo or remind constantly. And I like that. That doesn't bother me one bit."

Elena (TWIKE) expressed that parental involvement in the TWI program was high, and she felt that it was a success as well. "The parents expect a lot so it makes me strive to meet the needs of my students." Teachers all agreed that parental satisfaction was high with the program and that the parents were highly involved and supportive of them as teachers.

Campus administration expressed that parents were highly involved, but that the issues they dealt with were related to curbing a sense of elitism or difference from the rest of the school. The TWI program was an application based program and not all students could be accepted, but the focus of the administration was to create a unified campus

culture. Rachel (AP1) stated that “Like I say, with the TWI, I surely end up spending more time with the parents than with the kids.” One challenge she noted was the emergence of an elitist approach from a group of parents.

“Those parents are high achieving parents, so (laughs) in a Title 1 school it’s kind of odd that you would spend as much time with them as we do, because you spend time with Title 1 parents for a different reason. Mostly to try to help them understand processes and procedures and you know, help them access services that they need, but for TWI it’s, they expect you to give them more because they’re, they kind of have a sense of entitlement...they think they’re special. And that, because we get to be in this program, and we get to go do, you know, we’re doing it in both languages, we deserve special privileges, and it’s hard to get them to understand that they’re one part of our school and that they need to participate in everything that we do.”

The campus did hold a lot of parental involvement events that were funded through Title 1 funding, and the TWI parents were included in all those events.

She noted that in the past there was a strong push from TWI parents to continue the program into the secondary level.

“We had some parents that were really, like champions of the program, I mean they were true champions of the program, and they expected the district to come along, they were really trying to get the district to move on to...the ones that spearheaded all that left the district because they were mad at the board for not continuing the program into junior high. But it wasn’t cost effective and the

board said no and they didn't like accepting no for an answer so now many of them are going to charter schools. They left. (the new international academy)."

Even though there were some differences of opinion between the district and the TWI parents in the past, they seem to have resolved with time. The TWI parents accepted, for the most part, that they would not have the TWI program in junior high or high school. Rachel (AP1) noted that

"they're involved parents and it's all for good reasons, so we always had good relationships with them but sometimes they could be very demanding. The parents that we have this year with the group that's now coming on up and moving on through, not as demanding and are also trying to be involved and inclusive. I think that was probably the hardest part of that initial group, is that they were pretty exclusive. Well, we want to do this. Well, we're not doing that for anyone else ...we have to be fair and equal to all of our students. We can't just let you do that and then nobody else gets to do that. You know they would say we want the TWI kids to wear, and parents to wear t-shirts on a field trip. Well that's not...this isn't a TWI field trip. This is a third grade field trip, so you have to do what all the third graders are doing. That's the kind of special, exclusivity that they were trying to do, and it's like trying to help them just get with the program was hard. Right now we're not having so much of that but we have seen it in the past."

From a campus administrator perspective, because TWI was a specific program on the campus, it could be a challenge to integrate the program in with the entire school. The goal of the administrative team at Bluebird Elementary was to have an inclusive

environment for all students, and it was a challenge for administrators to sustain that vision while TWI parents were pushing for exclusivity.

From a district administration perspective, Camila (BIO) expressed that the district spent a lot of time communicating with parents about TWI issues. She agreed that it was an issue ensuring that the TWI parents were a part of the campus community and not trying to separate off as a separate community in the school. She noted that they spent a lot of time

“dealing with things like the parent who called here because they’re upset about something, or the transportation issues that at the beginning of the year always takes a lot of time, you know, so there’s a lot of, ah, and even people who were applying, you know if Maria (BIF) doesn’t call them within five minutes they call me, or, and I’m like okay, you just got to, we will, I promise you we will help you but can you give her an hour to get back to you at least?”

She echoed what Rachel said about being one community as a campus.

“The biggest thing that I always have heard from principals...we *all* are one community, we *all* have to be doing the same thing, those TWI parents can’t feel like that they’re special, those TWI teachers shouldn’t feel like they’re special, it should *all* look the same, it should be...which leads to a lot of...and then they should be teaching the same, and the classrooms should look the same, and...and I realize like the TWI parents can be kind of cliquish, and they did have that Facebook page going which was really almost like a slam book, and all the things they were saying about teachers, and so, but it’s also because of the way that

we're treated. So, it's a two-way street on how, how the macro aggressions have happened, almost, you know. I think with when new principals arrived the dynamics improved, but it's still always been about how do we keep the peace? Among all these, you know, all these different groups?"

Camila (BIO) recognized that the TWI program was different from other programs at the campus, and was trying to find ways to bridge that issue at the campus level.

Parental feedback, questions, and concerns continued to be a challenge for campus and district administrators in regards to their time. Because TWI was a specialized program with many variables, there was a lot of parent input. Campus administrators encountered a concern with exclusivity that impacted the overall campus culture and had to be addressed. The district and campus responded well to parent input, because parent satisfaction was high. This was a success for Jones ISD TWI implementation. Teachers perceived that their parents were very happy with the program, and reported very few negative interactions. Parental involvement was high and teachers felt supported by their TWI parents.

District and Campus Support Networks.

Regarding campus administrative support of the TWI program, Maria (BIF) stated,

"I think they need to be more available. Um, during my last PLC, the principal showed up without an invitation. She just showed up. And I loved it, because that speaks value to her teachers. I value what you're doing, here today, and I

want to just come and say hi. And she didn't only sit with one group...she sat with every group, she gave them a little note, or something like 'hey, I'm so proud of you being here today...' I know that every principal is busy and I don't expect them to do that, but I think when they come in and say, I support what you're doing, I think it brings everybody together."

Maria used this example with the new principal at Bluebird Elementary to show the importance of principal involvement in the program. While stating that they needed to be available, she perceived that campus administrative support was moving in the right direction.

Alma (TWIS3) had the perception that the TWI teachers were supported at the campus. She shared that she gave feedback about things that she needed for her classroom or for the program and the principal was supportive.

"I think that my principal...they just did learning walks last week and they were very happy with mine. I got a lot of really good compliments about what I'm doing in my classroom. I also share a lot of the writing prompts that I do myself with other TWI teachers and I have mentored other teachers that are in the TWI program as well. I usually speak directly with my principal although she also wants me to email or cc the person in charge of the bilingual department...for example the bilingual department will ask us to share ideas or things that can change or just things we want to share and they want to put it on the district website and that's what I've done in the past."

She also noted that she perceived one of the assistant principals to be very supportive and knowledgeable about the program as well.

“Oh I think Rachel (AP1) and the principal are very informed on the TWI program. I feel that they really support the TWI program as well, and they...another thing I like that they are doing this year is they are tweeting about it, you know, so we’re all sharing what we’re doing in class and you know I feel like we’re putting out TWI program on the map this year and I like that.”

Other TWI teachers disagreed with Alma (TWIS3). Susan (TWIE1) shared

“any time that we need something for TWI we have to go to Maria (BIF). So uh, our ICs don’t really understand the program and so they don’t cater to it. I guess is how I would put it. And our administration, they know what it is, but they don’t really interact with us as TWI too much. I think our new principal wants to but she’s still trying to figure it out also.”

Regarding how the district supported her in her TWI classroom, she noted

“I know they’re in charge of keeping our numbers up and basically just any questions that I have as far as the role they have for me, they’ve answered my questions and they’ve given me resources and told me where to find things that I need and things like that, so, and the trainings that we’ve had, they make sure that we’re all doing what we need to do and that we have what we need in order to do it.”

She expressed that she perceived she was supported in the TWI program by the district, stating “I think my first line of whatever would be calling or emailing Maria

(BIF). She's the one I go to. As far as her I think she's the middle man and that's who I go to. She would talk to other people." Elena (TWIKE) agreed with Susan's perception that their support is district based. "I know if I have any concerns I can approach them. However, Maria (BIF) is often who I ask, or another TWI teacher. Maria (BIF) is our 'go to' person. She seems to have a lot of knowledge of the program. She's very willing to answer all my questions." Both Susan (TWIE1) and Elena (TWIKE) were new to the TWI program and perceived that their support lifeline was the Bilingual District Facilitator, Maria. Alma (TWIS3), however, who worked at the campus longer, utilized campus support more often.

TWI teachers perceived that they needed to obtain support from the district administration for the most part. This was both a success and a challenge. New teachers shared that district responsiveness was more appropriate for their needs, while a veteran teacher perceived that campus administration was her primary support. Support from instructional coaches, which were a staffing component at every campus, including TWI campuses, was viewed as a challenge by teachers. This truly was a challenge, as the primary role of the instructional coaches was to support teachers with curriculum implementation. TWI teachers needed support implementing their curriculum as well. District support of TWI teachers was a success, but there was concern that it may not be sustainable, considering the challenges already identified, including time and resources. A campus support network that is in turn supported by district personnel may be more appropriate for TWI program support going forward.

CHAPTER V

SUMMARY, IMPLICATIONS AND CONCLUSIONS

Introduction

Districts are implementing different models of bilingual education to meet the needs of their growing ELL populations, and TWI programs are among these models (Alanís, 2008; Ballinger, 2011). Districts that are implementing TWI programs must consider many elements when deciding how to implement a TWI model, and have structures to ensure that the model is being implemented effectively according to model expectations. Implementation considerations include teacher professional development, instructional expectations, implementation fidelity, effective school structures for implementation, and administrative leadership. These all contribute to TWI program success (Calderón, Slavin, & Sanchez, 2011).

This case study was conducted in a district that was implementing a TWI 50/50 model in order to query the perceptions of TWI dual language teachers and TWI dual language administrators regarding TWI 50/50 model implementation issues. The researcher asked three questions in the case study:

Research Question 1 – What are the perceptions of Bluebird Elementary teachers regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 2 – What are the perceptions of Bluebird Elementary campus administrators regarding key issues in implementing a 50/50 TWI program at their campus?

Research Question 3 – What are the perceptions of Jones ISD central office administrators regarding key issues in implementing a 50/50 TWI program at their campus?

The researcher used a qualitative case study methodology (Johnson & Christensen, 2004) based on language acquisition theory and TWI program best practices to determine the perceptions of teachers, administrators and central office program personnel in the TWI program. The researcher conducted interviews with seven TWI district implementers, including three TWI teachers from different grade levels and different language delivery settings, two TWI campus administrators, and two TWI central office administrators. These individuals were selected to participate in the case study because they were direct or indirect implementers of the Jones ISD TWI program model. The interview results portrayed in-depth perceptions of the participants, including their feelings, knowledge, thoughts, beliefs, understandings and motivations about TWI program implementation at the campus and in the district, and this was supported by interview field notes, teacher observations, and district TWI archival documents regarding TWI implementation. The results reflected the realities of the participants and their multiple viewpoints, and presented a clear, descriptive and holistic view of the Jones ISD TWI model implementation perceptions.

The researcher examined TWI implementation through a language acquisition theory framework. There are many approaches and theories about language acquisition, bilingual education and second language education in general. TWI programs seek to develop bilingual, biliterate and bicultural learners, and bilingualism and biliteracy practices are founded in language learning theory. TWI program teachers implement teaching practices that are based on the research foundations of language learning. Administrators who lead TWI programs support teachers implementing these language learning teaching practices. An understanding of language learning theory is essential to understanding the implementation issues teachers and administrators face in TWI program implementation.

Seven district participants voluntarily participated in the study. Interviews were conducted, teachers who were interviewed were observed and district archival documents were reviewed. The researcher identified seven themes that emerged from the data collected. Subthemes emerged from these themes. The results of the study were based on the perceptions of the participants who participated in this study, and the researcher identified seven themes that emerged from the interview data.

Summary of Findings

Instructional Implementation.

Instructional implementation is critical to any instructional program implementation. TWI implementation, because it involves language development and content development, requires fidelity of implementation, especially regarding language of instruction. According to Krashen's Monitor or Input Hypothesis theory (2008), as

learners are exposed to language, regardless of the language, they effectively and subconsciously learn how to use the language and are unaware that they are learning the language. They acquire the language naturally, and with enough processing time, the grammatical rule, and the focus on being correct, they naturally monitor and edit their language production. TWI program models are based on this need for students to communicate naturally in the second language. Cummins (2007) states that student interaction opportunities in the second language, oral and written, support the communicative nature of language development. The emphasis in TWI programming is on literacy development in both languages, with program goals that emphasize bilingualism as well as biliteracy (Alanís, 2000; Alanis, 2008; Calderón, Slavin, & Sánchez, 2011; Thomas & Collier, 2003; Lindholm-Leary, 2012; López & Tashakkori, 2006; Martin-Beltrán, 2010; Ruiz, 1984).

In the 50/50 TWI model implementation in Jones ISD, learners were immersed in both Spanish and English content delivery. According to Krashen (2008), using comprehensible input in teaching is essential and, teachers need to provide input to language learners in a comprehensible manner in the language of instruction, using strategies to ensure meaningful understanding. Some strategies may include using visuals, repetition, paraphrasing, and so forth. TWI program teachers in Jones ISD were expected to immerse native English and native Spanish speaking students in both English and Spanish so that they would subconsciously absorb or learn both program languages.

Bluebird Elementary teachers and administrators, as well as Jones ISD TWI administrators, shared their perceptions about TWI instruction through interviews, and instructional delivery observations aligned with their perceptions. An analysis of the

data, including interviews, archival document review, and observations, revealed there are successes and challenges with instructional implementation. These successes and challenges exist with resources and planning, staffing, and model implementation fidelity.

Planning. There were successes and challenges with instructional implementation in Jones ISD. A success with planning in TWI was that teachers instructionally planned on a weekly basis with their team. A challenge for TWI teachers was that TWI teachers had to spend up to four additional hours planning specifically for the TWI model. Dixon et al (2012) found that the quality of second-language instruction has a strong impact on second-language learner achievement, and referenced the use of the Sheltered Instruction Observational Protocol (SIOP) (Echevarria & Vogt, 2010). While other teachers go back and “tweak” their lesson plans for their unique classrooms, TWI teachers have to plan for language of instruction, bridging the learning between contents and languages, and how to compact their lesson delivery in two languages into the same allotted amount of time that other teachers use. Potowski (2004) studied the use of Spanish by both Spanish speakers and English speakers in dual language immersion and found that during expected Spanish time students did not use Spanish 100% of the time, and they used Spanish even less in peer interactions. TWI teachers strategically plan for natural use of the language and interaction opportunities in the second language. Gibbons (2002) states that the listening and speaking domains of language learning are just as critical as the reading and writing domains, and listening and speaking comprise oral language development. When oral language development is underutilized in the classroom, there is a significant impact on overall language learning. Additionally, teachers in the TWI

model plan for bilingual pairs and bilingual learning centers. Gomez et al. (2005) found that successfully pairing an English-speaking student with a Spanish-speaking student for content learning facilitates comprehension of the academic content and increases oral and academic language use in the classroom. Torres-Guzmán et al. (2005) notes that dual-language programs, specifically TWI 50/50 models, must plan carefully to ensure that the two languages being taught are not mixed, and that the time allocated to each language is divided equally. Planning for all of the language and content needs in a TWI 50/50 program model requires time and collaboration to support the implementation. A lack of time for constructive TWI planning poses a real challenge for TWI teachers. In Jones ISD, TWI teachers did additional planning willingly, but expressed that more quality TWI team planning time was needed.

One recommendation for Jones ISD is to implement structures that support TWI planning needs. TWI teachers may need less time planning with their colleagues on their team and more time planning with each other as partners in order to bridge the learning and ensure that language development needs are being met. Alanís (2000) noted that two way dual language learning environments are additive, both languages are valued and supported, and thus these programs provide for greater learning equity. Teachers in TWI programs are charged with creating interactive learning environments where students effectively interact in both languages. This requires planning for effective interaction. Alanís (2000) found that fifth grade teachers in a TWI program model used more English than Spanish and lacked Spanish resources. Additionally, she noted that teachers must “address linguistic development equally” in both languages in order for students in TWI to achieve high academic and linguistic performance (Alanís, 2000). Making effective

connections between the two languages in a TWI program is important, as noted in a study by de Jong, who noted that in one study TWI teachers responded to achievement data by more effectively planning how they could teach concepts in one language and then extend and reinforce in the other language (de Jong, 2002). This coordination requires time to plan. De Jong (2002) notes that an effective TWI program utilizes clear and explicit linguistic and academic goals, data analysis, and emphasis on effective transfer from L1 to L2 in the TWI classroom. TWI teachers need time to plan this effective transfer. Dixon et al (2012) state that instructional quality in dual language program can affect the acquisition of the second language. Quality lesson planning supports quality lesson delivery and instruction. Additionally, the quantity and quality of the language and content input and the quality of the teaching impact how well the students learn the second language (Dixon et al, 2012). Dual language learners co-construct meaning with language in their classroom interactions, and the role of the teacher in these interactions is critical. Martin Beltrán (2010) noted that in many of her observed dual language learner classroom interactions, there were missed opportunities for teachers to provide appropriate scaffolding input that would enhance this co-construction of meaning and language development. She discussed the role of the teacher in these language interactions, and noted that the teacher holds more metalinguistic knowledge than the students (Martin Beltrán, 2010). Additionally, she noted that the dual language teacher needs to plan for ways to model effective interactions and how to co-create meaning (Martin Beltran, 2010). The quality of instruction can impact the learning of a second language, and it is necessary to have well-implemented specialized instruction for L2 learners (Dixon et al, 2012). Providing TWI teachers time to

effectively plan their teaching input and ensuring they have time to develop professionally on how to support second language learners in their classroom will benefit all their students in the TWI program who are learning content through a second language. Bluebird Elementary could consider providing planning days or half days just for TWI teachers, so that after planning with their teammates they could immediately plan with their partners. Substitutes could be provided for them while they plan. Jones ISD could implement more district-level support and professional learning during planning time for TWI teachers, and could also train the instructional coaches in TWI so that they can provide needed support in planning. Instructional coaches who are effectively prepared to support TWI teachers can consequently support more effective teaching in the TWI classrooms.

Resources. Another area of both success and challenge for TWI implementation in Jones ISD involves resources. English TWI teachers had readily available resources for implementing their lessons, and felt supported with what they needed in the classroom. This was a success with implementation. Spanish TWI teachers, however, struggled to find resources in Spanish, and this was a challenge. The campus administration did perceive resources as a challenge for Spanish TWI teachers, but did not perceive it had a major impact on teaching in TWI. The Spanish TWI teacher did see this as a big challenge. Additionally, the district had conflicting perceptions about the readiness of resources for teachers. Budget constraints reportedly impacted the ability of the district to purchase resources for TWI, but district administrators had a different understanding regarding the availability of resources than TWI teachers and campus administrators. Resources in both languages are needed to effectively implement the

program. Brooks and Karathanos (2009) share the importance of English language learners being exposed to and using both reading and cross-linguistic strategies with text. de Jong (2002) found that an effective TWI program utilized leveled literature books in both English and Spanish, a math program that was available in both English and Spanish, and literacy instruction that included guided and independent reading and writing as well as read-alouds in both languages. Also noted is that the purposes for the Spanish texts in an effective TWI program were different depending on the language group (de Jong, 2002). For native Spanish speakers, engaging in vocabulary and advanced literacy skills was key, while native English speakers focused on grammar in context (de Jong, 2002). In TWI programs, English language learners are learning English as a second language, and native English speakers are learning Spanish as a second language. Just as English language learners need authentic English text, Spanish language learners need authentic Spanish texts. The purposes may be different, but both purposes are essential. In addition, native language text is essential for L1 language and literacy development for all students in TWI programs. Gomez, Freeman and Freeman (2005) state that effective two-way immersion programs must have adequate resource support. The necessity of appropriate and authentic resources for all TWI students is clear.

Jones ISD and Cardinal Elementary can address the Spanish resources implementation issue. Networking with other districts to determine what they are using, attending conferences that showcase Spanish resources, and conducting online investigations could address this challenge. When the Jones ISD district technology department is ordering technology apps and materials for teachers in the district,

consideration can be given to finding the same resources in Spanish, and then purchasing them so that they are available to TWI program teachers. Bluebird Elementary may consider purchasing extra resources in Spanish that add to their already existing resource library, so that there are enough options for both one-way dual language and TWI.

Time. Time challenges all stakeholders in the TWI program. Cummins (2012) notes that the first language (L1) is a resource that facilitates the transfer of language and literacy skills to the second language (L2). TWI programs build on this concept by ensuring that students have access to both languages, and that bilingualism is honored and utilized as an instructional tool. Teachers need time to teach in their language of instruction, and to develop the content knowledge while doing that. In addition, students need time in the language of instruction in order to develop the language. Cummins (2011) noted that there is a difference between conversational fluency and academic proficiency in a language, and consequently in language development. In order for students to truly be bilingual and biliterate, which is the goal of the TWI program, they must have academic proficiency, or the ability to read content with academic comprehension while effectively acquiring new vocabulary as needed to improve that comprehension in both languages. This takes time. Swain (2000) references the importance of comprehensible output, or how second language learners use language, and students need the opportunity to interact extensively in a language in order for that language production to increase. Echevarria & Short (2004) note that content teachers working with English language learners must examine their content curriculums from a language perspective, develop and implement strategic language objectives, and implement other key components of the SIOP method to effectively develop language

and content. TWI teachers have ELLs and Spanish language learners in their classrooms, and need to employ these strategies effectively. Time is needed for effective lesson planning for these components. Teachers in TWI programs need time to effectively facilitate extended language and content interactions that foster academic language proficiency and academic content development.

In Jones ISD, TWI teachers were challenged by needing additional time to plan, collaborate and find resources. Campus administrators were challenged by multiple issues, including parent questions and concerns, bus transportation, training teachers new to the program, and training teachers during assessment periods. District administrators perceived that they did not have enough time to meet the needs of the multiple programs they served including TWI, and even meet the needs of just the TWI program alone. Those time challenges were not balanced out with successes.

Time is a difficult challenge to overcome. Structures and personnel may need to be put into place that address the most challenging time constraints. Perhaps TWI campuses need an additional campus administrator who primarily addresses TWI programming. Personnel may need to be added at the district level in order to address the demands that TWI places on bilingual department personnel. Developing Frequently Asked Questions (FAQ) documents at the campus and district level and making information readily available on the webpage could help to diminish parent questions. Finally, the Jones ISD departments that were impacted by TWI programming, such as transportation, could be included in conversations about challenges and successes, and develop solutions in procedure and policy that address TWI challenges. The district can have a united front regarding TWI programming.

Collaboration. Collaborative planning was a challenge for teachers and district administrators in the TWI program. Campus administrators viewed collaborative planning on campus as a success. This was likely because they viewed it through a global lens, seeking common planning denominators that applied to all stakeholders at their campus. TWI teachers and district administrators, however, viewed collaborative planning as a challenge because they wished they had more time with their counterparts at the other TWI campus, and wished they could have a peer at their own campus to help plan instruction. Some of the teachers felt alone when they were planning for their classrooms. They perceived that they had to obtain planning assistance from the district, and that the campus personnel could not support their needs. Thomas and Collier (2003) note that a TWI program should have complete administrator and teacher support. TWI teaching partners also work together to utilize instructional strategies to develop language, literacy and content in two languages (Thomas & Collier, 2003). According to Gomez, Freeman and Freeman, effective TWI programs should be well-implemented with faculty and administrative support (Gomez, Freeman & Freeman, 2005). Dual language immersion teachers are asked to implement the content curriculum while also teaching and developing two languages. There is a great deal of complexity in balancing language and content in the classroom (Cammarata & Tedick, 2012). It is strongly recommended that immersion teachers use content-based instruction in both languages, support the interdependence of language, academic achievement and literacy, and ensure collaborative work (Cammarata & Tedick, 2012). Because students learn in English from one teacher and in Spanish from another, there is a demonstrated need for TWI teachers to have time to collaborate with one another and plan strategically for these elements.

Their collaboration will look different from collaborating with grade level peers, who are only focused on teaching content in one language. Cammarata and Tedick (2012) found that immersion teachers experience both an identity transformation, where they grow into seeing themselves as a content and language teacher, and an awakening, where they achieve this understanding. Immersion teachers tend to see themselves as content teachers because they are licensed in content; therefore, a need for planning time and just “time to figure out” was reported (Cammarata & Tedick, 2012). Also, they experience external challenges that include time, lack of resources, and outside pressures, and a sense of isolation or being on their own while teaching in the TWI program (Cammarata & Tedick, 2012). Immersion teachers reported that they needed to cover the content and therefore language instruction suffered, all the while feeling like they were on their own without collegial support (Cammarata & Tedick, 2012). They also reported having difficulty selecting the language context to use when teaching content (Cammarata & Tedick, 2012). The researcher found that TWI teachers in Jones ISD reported needing more time to plan collegially with other TWI teachers. Cammarata and Tedick (2012) reported this also, noting that there is a need for mentorship, increased time to plan collaboratively, and curriculum experts to support TWI teachers with planning. Finally, Salas (2016) found that Spanish immersion teachers increased in their self-efficacy as language immersion teachers when they were supported with resource sharing and close collaboration in a community of practice. By having the direct opportunity to share resources, strategies and conduct peer observations, and also having the indirect results of collaboration, a support system and appreciation, Spanish immersion teachers in her study experienced a higher level of self-efficacy in their teaching (Salas, 2016). TWI

teachers in Jones ISD can also increase their self-efficacy if such collaborative structures are put into place for them.

Jones ISD can address the collaboration challenge that TWI teachers perceive in different ways. One way would be to implement more collaborative planning opportunities for teachers from the two sites to interact. The drawback of this would be that TWI teachers would be off campus and instructional time could be lost. Teachers in the TWI program could be compensated for staying after school to collaborate by Jones ISD so that needs could be met and student instruction would not be impacted. Time could be allotted in the summer for them to plan, and they could be compensated for this effort. Another consideration for Jones ISD would be to expand the program at the elementary level, by adding two more sections of TWI at each grade level. One Spanish and one English section could be added at each campus, which would provide all TWI teachers a peer to collaborate with in their grade level. It could also address the issue of the waiting list for both campuses, providing classrooms and the TWI opportunity for families who are waiting for a spot to open in the program. This would, of course, be impacted by marketing and student selection for the program.

Staffing.

There are successes and challenges with staffing at Bluebird Elementary. Many teachers elected to teach in the TWI program because they believed in the program and its benefits. This has supported full staffing for the TWI program. Challenges the campus and district faced include budgeting for the extra staff needed in order to implement the TWI program, which subsequently affected expanding the program to meet stakeholder needs. Also, state changes in certification requirements can be a

challenge as well. Finally, when new teachers are hired into the program, there is quite a bit of support needed to ensure they are prepared to implement the program. Thomas and Collier (2003) state that TWI programs need highly qualified teachers who are proficient in the language of instruction and who receive professional development in the area of program implementation.

Staffing appears to be functioning optimally, and Jones ISD does not appear to have difficulty with finding quality teacher candidates for teaching in the TWI program. This is a result of two factors. Jones ISD is a desirable district to teach in, and it attracts quality teacher candidates. Jones ISD also retains quality staff in general. Staff retention is a strength in the district. The other factor impacting staffing is that TWI marketing is a success and parental satisfaction is high. This provides for more teachers wanting to be a part of something exciting, different, beneficial for the students it serves, and successful.

Model Implementation Fidelity.

Perceptions about how to implement the TWI model with fidelity at Bluebird Elementary varied. English TWI teachers perceived that they were faithful to the language of instruction, while the Spanish TWI teacher did not adhere to the model with fidelity, as observed by the researcher and stated by her in her interview. This is one challenge with implementation. Campus administration and district administration also acknowledged that this was a challenge. Thomas and Collier (2003) note that in an effective TWI model, the students learn language arts and content in the target language of either English or the other language, and then switch to learning language arts and content in the other language, with at least fifty percent of the instruction occurring in the language other than English. It is crucial, in order for the model to succeed, that students

meet language development expectations in both English and Spanish. Torres-Guzmán et al. (2005) state that TWI programs must attend to the time the majority and minority language speakers spend in each language. Students are expected to achieve a high level of academic achievement in both languages and an effective TWI model should ensure that there is no mixture of the two languages (Torres-Guzmán et al., 2005). Districts plan their models carefully to ensure this does not occur, and therefore fidelity to the implementation of the model is critical. Lindholm-Leary (2012) notes that successful outcomes in two way immersion programs require that stakeholders have a full understanding and implementation of a program model that includes components of high quality two-way immersion programs. TWI teachers often lack the pedagogical understandings for teaching content and language, and districts often take a “two for one” approach when viewing immersion programs, perceiving that the students in the immersion program will automatically learn the second language (Cammarata & Tedick, 2012). There is a limited understanding of what it takes to learn a second language, and immersion teachers need a supportive structure that demonstrates an understanding of this complexity (Cammarata & Tedick, 2012).

Training may impact this challenge, as teacher perceptions of how to implement the model vary. An understanding of the reasoning behind the model components may be in order. Addressing fidelity to model implementation is challenging. Teachers may need additional training on the rationale behind why the model is implemented the way it is. Additionally, more modeling of expectations from campus and district personnel may be in order, and inspection of the model implementation is crucial. Campus and district administrators can be highly visible in the TWI classrooms, continually inspecting how

the model is being delivered. In order for this to be successful, campus administrators need appropriate training in model implementation. Without a deep understanding of what is expected and why, it will be difficult to inspect and correct.

Professional Development.

There were both challenges and successes with professional development in the Jones ISD TWI program. Campus administrators varied in their level of training in TWI implementation, and also perceived that campus-based professional development was supportive for TWI teachers. TWI teachers also perceived that campus-based professional development was supportive to them as teachers, but they desired additional TWI specific professional development. This was very evident with teachers who were new to the TWI program. The district administration had conflicting perceptions about how well they were meeting the needs of TWI teachers. The district had goals for professional development that were not aligned with the goals of the teachers in the TWI program, and they perceived how well they were meeting teacher needs differently. A success with professional development was the ongoing, responsive professional development provided by the district in PLCs for the teachers in the TWI program, and this is a structure that would benefit teachers if it continues. Cammarata & Tedick (2012) found that revisiting immersion teacher professional development and preparation is a definite need, and general teacher preparation programs do not adequately prepare immersion teachers for teaching in TWI programs. Professional development should be tailored to the needs of the TWI program teachers as well (Cammarata & Tedick, 2012).

The district needs to continue offering quality professional development in content understandings and bilingual instruction. This is a success for the program.

What is needed is additional training for TWI teachers and TWI campus administrators on TWI program implementation and the successful second language learning strategies that support students. Lindholm-Leary (2012) notes that effective TWI programs provide professional development on the instructional model and on second language learning strategies. She goes on to state that utilizing some components of the TWI model is not enough to ensure success for students in a TWI program (Lindholm-Leary, 2012). TWI staff, including campus administrators, instructional coaches, and teachers, need training and ongoing support with how to implement the TWI model. Teachers need a deep understanding of how and why they are instructing the way they are in the model, and need frequent and continuous feedback on how they are implementing the model. Feedback and then support to correct the knowing and doing gap in professional development needs to be provided ongoing.

Student Selection, Retention, and Marketing.

Responding to changes over time in the TWI program interest and enrollment, and implementing subsequent responsive marketing strategies to address those issues was a success for Jones ISD. The district TWI program was challenged by many community developments and changes in parental interest in the program. The district was also challenged by parental demands for program continuation into the secondary level, and it weathered the storm, accordingly. Torres-Guzmán et al. (2005) state that the most effective TWI models integrate English speaking and Spanish speaking students as equally as possible, with a 50/50 ratio, so that students can benefit from language modeling and interactions. TWI teachers, campus administrators and district administrators all share the perception that the district has adjusted well to change and

program evolution with program changes and marketing strategies that have proven successful in maintaining the TWI program. There are future challenges ahead, as the district must decide how they will continue to maintain the TWI program, how it will evolve and expand, and how competition will impact the program.

Jones ISD and Bluebird Elementary can continue the marketing that they have in place, and continue to find new ways to market the program to potential stakeholders. Marketing is essential to the program success, and so far the district has done a commendable job in addressing this. Competition will continue to emerge in the community, and with the emergence of a new trilingual charter in the community, the district will need to be vigilant in retaining students in the TWI program. As a district, Jones ISD needs to market what else they can offer to students in the program that the competition cannot offer. A portrait of a graduate in Jones ISD might serve as a marketing strategy that addresses the long term services and success of students so that parents can think about the trajectory of their child in the district program, and not just the immediacy of the TWI program. The district can offer other opportunities to students, including career and technology education, special education services, athletics and so forth. Also, the district could maximize its interactions with the Spanish pre-kindergartens in the district community, in order to promote the Jones ISD TWI program.

Parental Involvement and Communication.

Parental feedback, questions, and concerns continued to be a challenge for campus and district administrators in regards to their time. Salas (2016) recognized the demand from TWI parents as well, and how Spanish immersion teachers sometimes have a hard time satisfying demands from parents who want the best education for their

children. Because TWI is a specialized program with many variables, there is a lot of parental input. Campus administrators encountered a concern with exclusivity that impacted the overall campus culture and had to be addressed. The Jones ISD and Bluebird Elementary responded well to parent input, because parent satisfaction is high. This was a success for Jones ISD TWI implementation. Teachers perceived that their parents were very happy with the program, and teachers reported very few negative interactions. Parental involvement was high and teachers felt supported by their TWI parents.

Structures existed in Jones ISD and at Bluebird Elementary for effective parental communication and involvement. Those structures have been successful so far, but with the noted challenge of time constraints at both the campus and district level, additional personnel that can serve the TWI program may be in order. Timely feedback has been a successful strategy for the campus and district in the past and needs to continue.

District and Campus Support Networks.

Teachers perceived that they needed to obtain support from the district administration for the most part. This was both a success and a challenge. New teachers shared that district responsiveness was appropriate for their needs, while a veteran teacher perceived that campus administration was her primary support. Support from instructional coaches, which were a staffing component at every campus, including those with TWI, was viewed as a challenge by teachers. This was a challenge, as the primary role of the instructional coaches was to support teachers with curriculum implementation. TWI teachers needed that support as well. District support of teachers was a success, but there was concern that it may not be sustainable, considering the challenges already

identified, including time and resources. A campus support network that is in turn supported by district personnel may be more appropriate for TWI program support going forward.

Implications for Future Research

Further research needs to be conducted in the area of how to close the knowing and doing gap between professional development and program implementation. With identified challenges in model implementation fidelity in the Bluebird Elementary model, this research could help to inform the teachers and administrators working with this program.

Marketing for TWI programming is another area of research for further exploration. As competition increases in districts for students in specialized programs, and as public funding is potentially being funneled to charter schools within school districts, there is a need for more research into the marketing strategies that can be used to attract and retain students in TWI programming. Research into parental involvement and satisfaction in TWI programs would also help support TWI implementation gaps and marketing strategies. Finally, more research is needed on how districts and campuses can better support the teachers in the trenches of TWI programs. There are multiple challenges for teachers, and campus and district support networks can address these challenges.

Conclusion

In conclusion, the researcher conducted this study in order to analyze the perceptions of teachers, campus administrators and district personnel implementing a

50/50 TWI program in a suburban school district. TWI programs have grown in popularity and parents are demanding them, while school districts are implementing a variety of TWI models. Much research has been done on what constitutes a successful TWI program. The researcher hopes to add to the research with this study regarding implementation successes and challenges that a district encountered implementing a 50/50 TWI program. Seven themes emerged from the data, including instructional implementation, staffing, model implementation fidelity, professional development, student selection, retention and marketing, parental involvement and communication, and district and campus support networks. These are all themes that other districts who are considering implementing a 50/50 TWI model may need to consider when planning implementation. Additionally, districts who are already implementing a 50/50 TWI model may find implications in the results that will inform their implementation.

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APPENDIX A
HOME LANGUAGE SURVEY SAMPLE

	Texas Sample District HOME LANGUAGE SURVEY (PK – 12) (English)
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Student Name: _____ School: _____
 Student Address: _____ Home Phone: _____
 Date of Birth: _____ Month _____ Day _____ Year _____ Grade: _____ HISD ID#: _____ PEIMS#: _____

The Texas Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction to all students. Please answer the following questions.

PART A:		
(I) Place of Birth (Country of Origin) City _____ Country _____	(I) Date of initial entry into U.S. schools Month _____ Day _____ Year _____	(I) Number of complete academic years in a U.S. school _____
(I) When your child lived outside the U.S., did he or she attend school regularly? (Check one.) <input type="checkbox"/> Yes, my child attended school regularly in all previous grades outside the U.S. <input type="checkbox"/> No, my child missed significant portions of one or more school years, as specified: Specify grade and time period, including month and year (example: Grade 2, Jan. 2002 through May 2002). Do not include periods of absence that lasted less than one month. Do not include regularly scheduled school holidays or vacations. _____		
(M) Has your family worked in either the AGRICULTURE or FISHING INDUSTRY in the last 3 years? <input type="checkbox"/> Yes <input type="checkbox"/> No		
PART B:		
1. What language is spoken in your home most of the time? English _____ Spanish _____ Vietnamese _____ Other (Specify) _____		
2. What language does the student (do you) speak most of the time? English _____ Spanish _____ Vietnamese _____ Other (Specify) _____		
Grades PK – 8 _____ (Parent or Guardian) _____ (Date)	Grades 9 – 12 _____ (Parent or Guardian or Student) _____ (Date)	

NOTE TO SCHOOL PERSONNEL:

1. Signed copy of the Home Language Survey (HLS) must be filed in the student's permanent folder.
2. In Part A, items marked with an (I) are required for identification of immigrant students. (Refer to Bilingual/ESL Program Guidelines for identification procedures) An immigrant student is one who was born outside of the United States or its territories and has been attending schools in the United States for less than three complete academic years. Item marked with an (M) is required for identification of migrant students.
3. In Part B, an answer of a language other than English to either question #1 or #2 identifies a student for oral language proficiency assessment (and written testing if entering Gr. 2-12).

☐ **Yes, NEEDS OLPT ENTRY TESTING**
(If entering grades PK-12)

☐ **Yes, NEEDS ENGLISH NRT ENTRY TESTING**
(If entering grades 2-12)

Student must be tested, identified, and placed in an appropriate program within 4 weeks of enrollment.

ORIGINAL – Student LEP Folder
 Copy 1 – Student Permanent Folder
 Copy 2 – Migrant Educational Program

ITEM NUMBER:
 Revised June 2008

APPENDIX B

BACKGROUND INFORMATION FOR PARTICIPANTS

BACKGROUND

Name of Participant

How many years have you worked in education?

How many years have you been with this district?

What is your current position in the district?

What is your previous educational experience and what positions have you held?

What grades have you taught?

Have you taught grades in TWI, and if so, what grades, content, and in what language did you teach?

What university degrees have you obtained?

What teaching certification(s) do you have, content and type?

What college classwork have you completed regarding TWI teaching? What classes did you take and how many hours?

APPENDIX C

Interview Protocol – TWI District Administrators

Overview

1. Tell me about your district TWI program.
2. How many programs do you currently supervise or oversee in your district?
3. What percentage of time or how much of your time is spent working with the district TWI program?
4. How much time do you spend working with each of the two TWI sites?
5. When working with the TWI program, how do you spend your time? What do you work on?
6. From which organizations do you receive your information about TWI? (e.g. organizations, companies, government entities, conferences, universities, district, etc.)
7. What changes have you made in your district that have impacted the TWI program?
8. How do your recommendations for the TWI program get implemented in program sites? (e.g. policies, procedures, staff development, etc.)
9. Explain how the district budget impacts the TWI program.
10. What topics have principals, teachers, parents and other central office employees expressed to you about the TWI program? What do most topics arise from?
11. What is your perception of the roles and responsibilities of your TWI Program Facilitator?
12. How many students are currently in the district TWI program? At each site? How many students are on the waiting list?
13. Describe the process your district utilizes for selecting students for the TWI program.

14. How do you perceive the impact of the student selection process and the waiting list on the TWI program?
15. Describe how students in the TWI program are receiving their services in both languages, and making progress toward program goals and state standards?

Program Beliefs

1. What language program or programs do you feel should be offered to students in the district? Why do you believe this?
2. How would you describe the benefit of the TWI program for English language learners? For Spanish language learners?
3. What do you perceive are the key components in a TWI program that ensure academic and linguistic success for TWI program students?
4. Are there areas for improvement or change in the TWI program, regarding ELLs or Spanish language learners? How do you communicate this to the district? To campus leaders and teachers?

Training and Efficacy

5. Do you select teachers for teaching in the TWI model? If so, how?
6. From your perspective, what are the components of effective teaching in the TWI model?
7. How were you trained for implementing the TWI model at the district level, and how did that prepare you for your role?
8. What training and/or support do you need for effective implementation of the TWI model? Please explain or elaborate.
9. What type of training is provided to teachers in the TWI program from the district?
10. What type of training is provided to campus leaders and support staff in the TWI program from the district?

11. What resources do you require to implement the program and what resources do you need?
12. Describe your perception of planning for instruction in the TWI model. If you would like to share perceptions that have been shared with you from others, please feel free to do so.
13. In general, what challenges do you perceive that campus leaders of the TWI program have?
14. In general, what challenges do you perceive that teachers in the TWI program have?
15. In general, what challenges do you perceive that students in the TWI program have?
16. Are there challenges you face as a district implementer of the TWI program? What are they?
17. How do you know if teachers are meeting expectations/goals in the TWI program?
18. How do you know if students are meeting expectations/goals in the TWI program?

Implementation

19. How do you perceive TWI campus principals' understanding of district-expected implementation of the TWI model?
20. How do you perceive TWI teachers' understanding of district-expected implementation of the TWI model?
21. How do district expectations for the TWI model impact your role as an implementer of the model?
22. How do campus administrator expectations for the TWI model at their campus impact your implementation of the model?
23. What are your expectations of the role of the TWI administrator at the campus level?
24. How do parental expectations for the TWI model impact your implementation of the model?

25. How does the district involve parents in the TWI program?

Community and Climate

26. How included do you believe TWI teachers feel in the overall district community?
Campus community?

Future Considerations

27. Are there general or specific recommendations that you have for TWI implementation? If so, what are they and how do you voice your input on this matter?

28. Are there areas of refinement that need to occur for more effective TWI implementation in your district? How do you voice your input on this matter?

29. What are your thoughts on TWI operating as a strand in a school versus as a whole school?

30. Is there anything you would like to add or share?

APPENDIX D

Interview Protocol – TWI Campus Administrators

Overview

1. Tell me about your campus TWI program.
2. How many programs do you currently supervise at your campus?
3. How is your time allotted to the different programs on your campus?
4. What percentage of time or how much of your time is spent working with your campus TWI program?
5. How do you spend your time when working with the TWI program? What do you work on?
6. From which organizations do you receive information about leading TWI at your campus? (e.g. organizations, companies, government entities, conferences, universities, district, etc.)
7. What changes have you made on your campus that have contributed to your campus TWI program?
8. How do your recommendations or changes for the TWI program get implemented at your campus? (e.g. policies, procedures, staff development, etc.)
9. What changes or recommendations have you made to the district that have impacted the district TWI program? How was it impacted?
10. Explain how your campus budget impacts or is impacted by the TWI program.
11. What topics have principals, teachers, parents and other central office employees expressed to you about the TWI program on your campus? What do most topics arise from?
12. What is your perception of the roles and responsibilities of your campus leadership team regarding TWI program implementation?
13. What is your perception of the roles and responsibilities of your district TWI leadership team regarding TWI program implementation?

14. How many students are currently in your campus TWI program? How many students are on the waiting list?
15. How does the waiting list (if it exists) impact your campus?
16. Describe the process your district utilizes for selecting students for the TWI program. What is your campus role in that process?
17. Describe how students in the TWI program are receiving their services in both languages, and making progress toward program goals and state standards.

Program Beliefs

18. What language program or programs do you feel should be offered to students at your campus? Why do you believe this?
19. How would you describe the benefit of the TWI program for English language learners on your campus? For Spanish language learners on your campus?
20. What do you perceive are the key components in a TWI program that ensure academic and linguistic success for TWI program students?
21. Are there areas for improvement or change in the TWI program? How do you communicate this to the district? To your campus leaders and teachers?

Training and Efficacy

22. Do you select teachers for teaching in the TWI model? If so, how?
23. From your perspective, what are the components of effective teaching in the TWI model?
24. How were you trained for implementing the TWI model at your campus, and how did that prepare you for your role?
25. What training and/or support do you need for effective implementation of the TWI model at your campus? Please explain or elaborate.
26. What type of district training is provided to teachers in the TWI program?
27. What type of campus training do you provide to teachers in the TWI program?

28. What type of district training is provided to campus leaders and support staff in the TWI program?
29. What resources do you require to implement the program at your campus and what resources do you need?
30. Describe your perception of planning for instruction in the TWI model. If you would like to share perceptions that have been shared with you from others, please feel free to do so.
31. In general, what challenges do you perceive that teachers in the TWI program have?
32. In general, what challenges do you perceive that students in the TWI program have?
33. Are there challenges you face as a campus administrator implementing TWI at your campus? What are they?
34. How do you know if teachers are meeting expectations/goals in the TWI program?
35. How do you know if students are meeting expectations/goals in the TWI program?

Implementation

36. How do you perceive your understanding of district-expected implementation of the TWI model? How do these district expectations impact your role as a campus implementer of the model?
37. How do you perceive your campus teachers' understanding of district-expected implementation of the TWI model? How do these district expectations impact their implementation of the model at your campus?
38. What are your expectations of the role of the TWI administrator at the central office level?
39. What are your expectations of the role of the TWI teacher in the TWI program at your campus?

- 40. How do the parental expectations for the TWI model impact your implementation of the model?
- 41. How do you involve parents in the TWI program at your campus?

Community and Climate

- 42. How included do you believe TWI teachers feel in the overall district community?
- 43. How included do you believe TWI teachers feel in the overall campus community?
- 44. Does leading TWI on your campus impact your collaboration with principals from other campuses? If so, how?

Future Considerations

- 45. Are there general or specific recommendations that you have for TWI implementation at the campus or district level? How do you voice your input on this matter?
- 46. What are your thoughts on TWI operating as a strand in a school versus as a whole school?
- 47. Is there anything you would like to add or share?

APPENDIX E

Interview Protocol – TWI Teachers

Overview

1. Tell me about your campus TWI program.
2. With what facets of TWI program delivery do you spend most of your time on? Why?
3. What percentage of time or how much of your time is spent working on team instructional planning? On your TWI classroom specific planning?
4. From which organizations do you receive information about teaching in TWI? (e.g. organizations, companies, government entities, conferences, universities, district, campus principals or support staff, etc.)
5. How have you contributed to the TWI program on your campus?
6. How do you share your recommendations or changes for the TWI program, and how are they implemented at your campus? (e.g. policies, procedures, staff development, etc.)
7. Explain how your classroom budget impacts or is impacted by the TWI program.
8. What topics have principals, teachers, parents and other central office employees expressed to you about the TWI program on your campus? What do most topics arise from?
9. What is your perception of the roles and responsibilities of your campus leadership team?
10. What is your perception of the roles and responsibilities of your TWI district leadership team?
11. How does the waiting list (if it exists) impact your TWI classroom? Your campus?
12. Describe the process utilized for selecting students for the TWI program. What is your role in that process and what are your perceptions of this process?

13. Describe how students in the TWI program are receiving their services in both languages, and making progress toward program goals and state standards.

Program Beliefs

14. What language program or programs do you feel should be offered to students at your campus? Why do you believe this?
15. How would you describe the benefit of the TWI program for English language learners on your campus? For Spanish language learners on your campus?
16. What do you perceive are the key components in a TWI program that ensure academic and linguistic success for TWI program students?
17. Are there areas for improvement or change in the TWI program, regarding ELLs or Spanish language learners? How do you communicate this to the district? To your campus leaders?

Training and Efficacy

18. How were you selected for teaching in the TWI model?
19. From your perspective, what are the components of effective teaching in the TWI model?
20. How were you trained for implementing the TWI model at your campus, and how did that prepare you for your role?
21. What training and/or support do you need for effective implementation of the TWI model at your campus? Please explain or elaborate.
22. What type of district training is provided to teachers in the TWI program?
23. What type of campus training is provided to teachers in the TWI program?
24. What resources do you require to implement the program at your campus and what resources do you need?
25. Describe your perception of planning for instruction in the TWI model. If you would like to share perceptions that have been shared with you from others, please feel free to do so.
26. In general, what challenges do you have in the TWI program?

- 27. In general, how successful do you feel teaching in the TWI program?
- 28. In general, what challenges do you perceive that students have in the TWI program?
- 29. How do you know if you are meeting expectations/goals in the TWI program?
- 30. How do you know if students are meeting expectations/goals in the TWI program?

Implementation

- 31. How do you perceive your understanding of district-expected implementation of the TWI model? How do these district expectations impact your role as a campus implementer of the model?
- 32. How do you perceive your campus leaders' understanding of district-expected implementation of the TWI model? How do these district expectations impact their implementation of the model at your campus?
- 33. What are your expectations of the role of the TWI administrator at the central office level regarding the TWI program?
- 34. What are your expectations of the role of the campus administrators and support staff at the campus level regarding the TWI program?
- 35. How do the parental expectations for the TWI model impact your implementation of the model?
- 36. How do you involve parents in the TWI program in your classroom and at your campus?

Community and Climate

- 37. How included do you feel, and what is your perception of how included TWI teachers feel in the overall district community?
- 38. How included do you feel, and what is your perception of how included TWI teachers feel in the overall campus community?

Future Considerations

39. Are there general or specific recommendations that you have for TWI implementation at the campus or district level? How do you voice your input on this matter?
40. What are your thoughts on TWI operating as a strand in a school versus as a whole school?
41. Is there anything you would like to add or share?