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Teacher Language Ideologies Concerning the Reclassification of Emergent Bilingual Students: Navigating the Levels of Power in Reclassification

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TEACHER LANGUAGE IDEOLOGIES CONCERNING THE RECLASSIFICATION OF

EMERGENT BILINGUAL STUDENTS IN DUAL LANGUAGE BILINGUAL

EDUCATION: NAVIGATING THE LEVELS OF POWER IN

RECLASSIFICATION

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DEDICATION

Para mi familia, mis padres Rafaela e Ernesto Obregón que están con el Señor en el Cielo, mis hijos Juan Eduardo, Sofia Raquel, Carolina Amalia y mi marido Juan Cabrera. Gracias a ustedes he logrado todo lo que soy. Estoy inmensamente agradecido con Dios por darme la oportunidad de contar con su apoyo. Gracias infinitamente, los quiero mucho.

I dedicate my dissertation to my family and parents who are with the lord and are my guardian angels. ¡Los amo! I could not have done it without my family's love and support and words of encouragement. My parents will always be with me in spirit, and I know they are looking down from the heavens with pride.

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My parents are no longer with us, but their legacy of hard work y *el amor de la familia* is imprinted in my heart. My mother's unwavering love and support will always be with me. I am privileged that my father only spoke to me in Spanish, and I am so grateful for that gift he gave me. They will always be my inspiration for the work I do in bilingual education, and I dedicate this degree to them. I am who I am because of their love for me.

ABSTRACT

Reclassification is a crucial educational student outcome when a school system determines that a student is English proficient and ready for mainstream instruction without language support services (Umansky et al., 2020). This study examined the relationship between crucial and complex language ideologies of dual language teachers and the reclassification of emergent bilingual students[1]. Language ideologies were the theoretical framework for the study through which the voices of dual language teachers were captured. The analysis of data sources, including teacher interviews, classroom observations and evidence of biliteracy development, helped to understand and reveal how dual language teachers navigate the dynamics of reclassification and possible influences on reclassification. Five key themes emerged: (a) personal experiences and linguistic trauma on the border, (b) transformational ideologies and pedagogies, (c) tensions and contradictions caused by the goals of dual language programs and reclassification, (d) inconsistencies and lack of training in district reclassification policies, and (e) traumatic healing. The data demonstrated that all participants adhered to state, district, and campus requirements. However, they expressed a need for support, guidance, and a better understanding of the reclassification process. While they acknowledge the importance of emergent bilingual students demonstrating English language proficiency, their voices, thoughts, and feelings emerged regarding teaching and evaluating emergent bilingual students for English language proficiency in DLBE during the reclassification process.

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[1] The term Emergent Bilingual focuses on the unique potential for bilingualism possessed by students learning English in school (García & Li Wei, 2014). I use this terminology throughout this proposal as it demands that we take an asset-based view of the capabilities of emergent bilingual students, who are simultaneously acquiring a new set of linguistic capabilities in school and building on the valuable knowledge of their first language.

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CHAPTER 1: INTRODUCTION

In Texas, students who enter the state's public education system and are in the process of acquiring English and have another language as their primary or home language are considered *emergent bilingual.* To ensure these students attain English proficiency and develop high levels of academic achievement in English, they enroll in a state-approved bilingual education program (Texas Education Agency [TEA], 2024). The process whereby emergent bilingual students may be determined to be proficient in English is *reclassification*. The process is laden with systemic and sociopolitical factors, exacerbated by students' bilingual education teachers and other professionals and their experiences, beliefs, and perceptions regarding reclassification (Babino & Stewart, 2018; Beeman & Urow, 2013; Cammarata & Tedick, 2012; Deroo & Ponzio, 2019; Garcia & Wei, 2014; Gort, 2015; Henderson & Palmer, 2020; Martinez et al., 2015).

Students who do not reclassify from bilingual education to regular education by middle or high school struggle to reach reclassification status due to the diminishing support in their native language and access to quality instruction in the core content areas (Umansky & Reardon, 2014). The pressure for students to reclassify before entering middle school lies in the hands of elementary dual language teachers. In my experience working with dual language teachers as an instructional specialist for a large school district, the primary focus of professional development is academic language development in English for reclassification. Much time is spent on English academic language development and preparation for state-standardized academic assessments and the English proficiency assessment. Teachers' pressures on developing their students' English proficiency take away time developing their students' bilingualism. This study utilized language ideologies to go beyond how bilingual education teachers follow reclassification to consider how their beliefs, perspectives, and lived experiences impact their decisions in

instruction, assessments, and monitoring for English language development concerning reclassification.

The notion of language ideologies explores and conceptualizes the speakers' feelings and beliefs about their language practices concerning broader ideological contexts and processes (Kroskrity, 1998; Silverstein, 1979). With large-scale dual language bilingual education (DLBE), it is essential to explore dual language teachers' ideologies as they evaluate their emergent bilingual students' perceptions and conceptions of language and language practices based on their beliefs about social utility, power, and the value of language. Further exploration is needed surrounding the decisions made about reclassification at the administration and campus levels and how these decisions affect teachers at the classroom level. Research in DLBE has explored the areas of translanguaging transformative pedagogy and the constraints of implementing transformative pedagogy (Babino & Stewart, 2018; Beeman & Urow, 2013; Cammarata & Tedick, 2012; Deroo & Ponzio, 2019; Garcia & Wei, 2014; Gort, 2015; Henderson & Palmer, 2020; Martinez et al., 2015). This work aims to extend this research into how teacher language ideologies in DLBE relate to the reclassification process.

The continuation of the salient acts of racism, classism, and sexism has shaped schooling experiences and student life opportunities since the times of the civil rights movements. The focus on confronting inequities, power, and discrimination in U.S. schools has remained the same, according to Cervantes-Soon (2018). The focus has shifted from racial and social aspects of schooling and student life to standardized testing, and accountability brought on by the No Child Left Behind Act (NCLB) in 2001. Therefore, it is also essential to understand how dual language teachers navigate and balance the power of the dominant language (English) and maintain the student's home language, culture, and heritage while ensuring they meet state-

mandated English proficiency and reclassification standards. In the next sections, I provide a historical background of each of the following topics as they relate to this study and the role of the teacher in the reclassification of emergent bilingual students: (1) policy history for reclassification of emergent bilingual students, (2) Texas assessment and criteria for reclassification, (3) bilingual education models in Texas, (4) dual language bilingual education (DLBE) program models, and (5) Texas reclassification demographics.

Context and Background

Policy History for Reclassification of Emergent Bilingual Students

The Lau v. Nichols Supreme Court decision of 1974 set the policy for providing emergent bilingual students with the appropriate instruction to help develop their English language proficiency (Spitzer, 2019). This landmark case in education impacted the students whose first language was not English. This court decision eventually led to the developing and implementing guidelines or benchmarks for English proficiency to monitor and ensure student English proficiency at each grade level (Spitzer, 2019).

In 2001, through No Child Left Behind (NCLB) and again reauthorized in 2015 as Every Student Succeeds Act (ESSA), districts must develop and implement plans to address appropriate English instruction and are required to establish and implement standardized entrance and exit criteria for serving emergent bilingual students in bilingual and English support programs (U.S. Department of Education, 2022). As part of the law, states identify English language proficiency assessments and develop procedures for exiting emergent bilingual students from language support programs. There are 4.9 million emergent bilingual students in K-12th grade in our nation's schools classified as emergent bilinguals (OELA, 2020). ESSA federal policy requires all public schools to support their development of English to help them reach

English proficiency and exit emergent bilingual status, also known as reclassification. Policies and procedures vary from state to state as ESSA allows them to develop their processes and criteria for reclassifying their emergent bilingual student populations.

Texas Assessment and Criteria for Reclassification

In response to ESSA federal policy requirements, Texas developed a two-pronged process for reclassification. The first component relies on standardized assessments. The second component is a teacher subjective assessment through which a teacher recommends reclassification for the Language Proficiency Assessment Committee (LPAC). Once the student reclassifies, the student is monitored for up to four years. The following two sections address the background of the current study and how teachers' subjective views influence the process.

State Standard Assessments for Reclassification

As students' progress through each grade level, assessments begin for proficiency through state-mandated testing. This process begins in grades 1-11, depending on when the student enters the system (Appendix A). In the state of Texas, the standardized assessments and exit criteria for reclassification include (1) the language assessment, Texas English Language Proficiency Assessment System (TELPAS), (2) the State of Texas Assessments of Academic Readiness (STAAR Reading) (English), and (3) for 1-2 and 11-12 grade students the IOWA norm-referenced achievement test (Reading & Language). Students must exit with an advanced high in listening, speaking, reading, and writing on TELPAS *and*, at the minimum, score Approaches on the STAAR Reading (English). For grades 1-2 and 11-12, students must take the IOWA Norm-Reference Achievement Test (Reading/Language) *and* score in the 40th percentile or above instead of taking the STAAR.

Teachers use the data from these assessments to inform instruction in academic English language development. Teachers track their students' language development to ensure they are moving toward proficiency. As students develop academic English language skills, teachers monitor and document their progress. This study explains how dual language teachers utilize this data to inform their instruction, as these assessments are designed to measure the standard English language.

Teacher Subjective Evaluation for Reclassification

The Emergent Bilingual/ English Learner Reclassification Rubric (Teacher Evaluation) is a second component of the reclassification process. This rubric is the teacher's subjective evaluation of students who have been reclassified based on the above criteria. The teacher uses a rubric to provide a (1) description of receptive skills in listening and reading and (2) expressive skills in speaking and writing. The teacher rates the student's skills with either the student appropriately demonstrating with *no* second language acquisition support or *some* second language acquisition support (see Appendix D). The teacher then provides the comments and documents supporting their decision to reclassify a student to the LPAC for review. This decision is based on the student routinely demonstrating the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction delivered with no second language acquisition support. This stage of the process was under scrutiny in the study, with interest in how teachers' language ideologies influence their recommendation to reclassify or not reclassify a student. I thus briefly explain the process and the parties involved.

The LPAC committee consists of a bilingual/ESL teacher, a parent of a student participating in a bilingual program (not employed by the district), and a campus administrator.

The LPAC serves as the decision-making team for all emergent bilingual students. These decisions include identifying, placing, and reclassifying emergent bilingual students under the Chapter 89 Rule (see Appendix B), which includes reviewing exit criteria and determining whether a student has met the requirements for English proficiency.

If a student has met reclassification criteria, a recommendation is made to the parent or guardian to either exit or continue their student in a bilingual program. Parental approval to exit or continue in a bilingual program is required. If the parent chooses to have their child remain in the program, the student is not required to exit. Once the student reclassifies, the emergent bilingual code is removed under the Texas Student Data System Public Education Information Management System (2022), and the student is no longer classified as an emergent bilingual student.

English Language Proficiency Standards and Teacher Progress Monitoring

The Texas Administrative Code Title 19 T.A.C. §74.4 provides English Language Proficiency Standards (ELPS), defining each domain's English language proficiency level: listening, speaking, reading, and writing. For example, the ELPS describes the listening domain for Beginner, Intermediate, Advanced, and Advanced High. The ELPS are aligned to the Texas Education Knowledge Skills (TEKS) and are accountability measures to monitor growth each year as the emergent bilingual student participates in a bilingual program.

While the above reclassification process is standardized and universally implemented across the state, this is a value-laden process based on the monolingual standard English language. The study reviewed teacher language ideologies as they relate to and influenced the decision to reclassify a student. What was also in question were the teachers' views on the teacher evaluation's weight in the LPAC decision to reclassify a student. Another priority for this study

was understanding teacher use of the ELPS descriptors to monitor student progress in the four domains.

Bilingual Education Models in Texas

Six state-approved program models in Texas are available to support emergent bilingual students (Appendix C). Bilingual programs include (a) dual language immersion one way, (b) dual language immersion two-way, (c) transitional early exit, (d) transitional late exit; (e) English as a second language (ESL) content-based; and (f) ESL pull out; additionally, emergent bilingual with parental denial of services.

The one-way dual language immersion model serves English learners only but includes the participation of former English learners who continue after reclassification (TEA, 2022). The two-way immersion models (TWI) include English learners as well as the participation of English proficient students learning the partner language (TEA, 2022). In the two-way program model (see Table 1), the language of initial literacy is distinguished by instructional time in each language according to the National Dual Language Consortium (2009):

- 90/10: The partner language is used most or all day in the primary grades, and the partner language and English are used equally in the later grades. English instruction is increased after 2nd or 3rd grade to eventually 50/50 by the fifth grade.

- 50/50: The partner language and English are used equally throughout the program. The 50/50 simultaneous biliteracy DLBE program utilizes a one teacher self-contained or a two teach partner model. This means that these teachers are responsible for delivering the literacy curriculum through both languages, 50% in English and 50% in Spanish. Students learn to read and write simultaneously. (National et al., 2009, p. 3)

Table 1 T.W.I. Models for Elementary Programs

	Example of a 90/10 program			Example of a 50/50 program	
	% of instruction in the partner language	% of instruction in English		% of instruction in the partner language	% of instruction in English
K	90	10	K	50	50
1	80	20	1	50	50
2	70	30	2	50	50
3	60	40	3	50	50
4	50	50	4	50	50
5	50	50	5	50	50

Note. Instructional time includes specials classes (art, music, physical education). Some practitioners also include recess and lunch in the calculation of time in the partner language and English.

National Dual Language Consortium, http://www.dual-language.org

Texas offers two transitional programs: early and late exits. Emergent bilingual students receive instruction in literacy and academic content in their primary language and English from teachers certified in bilingual education. As each child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained. Early Exit and Late Exit models are provided throughout elementary grades, with differences in the transition rate to English (TEA, 2022).

ESL programs only offer instruction in English with support for learning content in English. ESL pull-out models provide English Language Arts and Reading instruction by ESL certified teacher(s). In contrast, content-based models provide instruction for emergent bilingual students through ESL certified teacher(s) in all content areas (TEA, 2022).

Finally, emergent bilingual students with parental denial of services refers to those students whose parents or guardians have denied bilingual education and/or ESL program participation. These students' English proficiency levels continue to be measured annually through TELPAS until they reach English proficiency (TEA, 2022).

Dual Language Bilingual Education (DLBE) Program Models

Of particular interest to the study are the DLBE program models since the study is situated on a campus that utilizes DLBE (See Chapter 3: Methodology). DLBE programs aim to develop bilingualism, biliteracy, achievement at or above grade level, and multicultural competence for all participating students (Howard et al., 2018; Lindholm-Leary, 2005). Often, dual language programs recognize intersections among emergent bilingual students' sociocultural and language acquisition needs (Cummins, 2003). This initiative is considered *additive* since it continues to develop and maintain the first language as the second language is added to the existing linguistic repertoire (Collier & Thomas, 2012).

One important aspect of DLBE whether the model is a 90/10, 80/20 or 50/50 is the continuous and strategic cross-linguistic connections to each language. During a presentation, Medina (2022) stated, "Regardless of the program model, for example it is not 50% in English and 50% in Spanish. Biliteracy instruction is facilitated 50% in English with continuous and strategic cross-linguistic connections to Spanish, and 50% biliteracy instruction is facilitated in Spanish with continuous and strategic cross-linguistic connections to English". The purpose DLBE is to serve our emergent bilingual students with high quality instruction and meet their linguistic needs as they navigate learning content in two languages.

Students in a DLBE program are provided with quality instruction and have equal access to academic content, which leads to more significant linguistic and academic outcomes. A study in Portland, Oregon, exemplified this increase in linguistic and academic outcomes. Researchers found that emergent bilingual students in a dual language immersion program were reclassified by sixth grade compared to those in transitional programs (Steele et al., 2017). The success of

meeting the English language threshold is due to the quality of instruction in the DLBE program (Collier & Thomas, 2017, 2012, 2009; Umansky & Reardon, 2014).

On the contrary, transitional programs aim to use the student's partner language briefly. The expectation is for students to transition to English-only instruction at a rapid pace with minimal support from the native language (Henderson & Palmer, 2020). The expectation for an emergent bilingual student to quickly transition to English-only instruction encourages the deletion of their first language, which is a *subtractive* approach to bilingual education (Garcia & Wei, 2014).

Research shows that students in 90/10 and 50/50 DLBE program models achieve English language proficiency and outperform their counterparts on state assessments (Collier & Thomas, 2017; Lindholm-Leary & Hernandez, 2011, 2019; De Jong, 2004). The higher the English proficiency at the entry point in a U.S. school district, the less time the emergent bilingual student will spend in a bilingual program and meet the exit criteria for reclassification (Collier & Thomas, 2017; De Jong, 2004; Lindholm-Leary & Hernandez, 2011, 2019; Johnson, 2007). Similarly, a group of studies found lower rates of reclassification in emergent bilingual students who come from low-socioeconomic communities and enter kindergarten at a low level of English language proficiency (August & Shanahan, 2006; Conger, 2010; Greenberg Motamedi, 2015; Thompson, 2012, 2017; Umansky & Reardon, 2014). Consequently, when emergent bilingual students enter kindergarten with a low score on the English proficiency assessment, they take longer to reclassify than a student with a higher score. Greenberg Motamedi (2015) states, "The reclassification rate decreased as the grade at which students entered school increased, from 85 percent for kindergarten entry to 72 percent for entry at grade 5" (p.8).

Students who do not receive instructional support in their home language take six years or more to achieve English proficiency and academic achievement on English standardized tests (Collier & Thomas, 2017). In addition, some studies found that reclassification rates decrease if the students have been in the district for more than nine years (Lindholm-Leary, 2019; Thompson, 2015). The timing in which an emergent bilingual student takes to reclassify is pertinent to this study when selecting participants who teach at critical grade levels where students can reclassify.

The support for DLBE is at the state level. In 2018, the Texas Commission on Public School Finance, based on the state's data, decided that the dual language bilingual education program was the most effective bilingual model for emergent bilingual students (Texas Commission on Public School Finance, 2018). This decision created a new allotment of funds for dual language programs. House Bill 3 incorporated the Texas Commission on Public School Finance to:

- Create a new dual language allotment as compelling data reviewed by the Commission indicated that dual language programs are more highly effective vs. transitional or ESL

- Better incentivize and resource school districts to offer these effective programs; the Commission recommended additional allotment at an additional 0.05 (for a total 0.15 weight) for dual language programs (TEA, HB3, 2022).

This decision is critical as school districts move forward in providing high-quality DLBE programs to serve the emergent bilingual student population. As Texas school districts adopt and implement district wide DLBE programs, dual language teachers must comply without consideration of language ideologies. This study will focus on dual language teachers participating in a DLBE program and aims to understand their language ideologies and

perceptions as they navigate implementing DLBE and the pressures related to the reclassification process.

Texas Reclassification Demographics

In the 2021-2022 school year, Texas had 1,175,3333 emergent students enrolled, an increase of 350,000 more emergent bilingual students from the previous year. Although we see growth in the number of emergent bilingual students enrolling in Texas public schools, the number of students who meet English proficiency criteria is down (TEA, 2022). In the 2021-2022 school year, only 274,396 out of 1,175,333 emergent bilingual students in Texas were reclassified, one-third of the total number of emergent bilingual students enrolled in Texas schools.

Similar results were reflected in a border Texas school district. Of 17,591 students identified as emergent bilingual, 2,694 met reclassification requirements; 239 were in a standard or alternative bilingual program (TEA, 2022). Standard bilingual programs are dual language immersion and transitional program models where participants receive instruction in their primary language, i.e., Spanish and English, from appropriately certified teachers (TEA, 2022). Alternative language programs are implemented when the district cannot provide appropriately certified teachers for bilingual education and/or ESL classrooms in a given school year (TEA, 2022). These programs must ensure that English learners' affective, cognitive, and linguistic needs are met as the district works to obtain appropriately certified teachers (TEA, 2022).

This data is essential for this study as it shows the staggering number of students the state classifies as needing to be proficient in the standard English language. It draws attention to the educational system and DLBE that serves these students concerning reclassification and the dual language teachers that teach and support emergent bilingual students. This study will explore the

perspectives of third- and fourth-grade teachers to gain insight into the phenomenon of reclassification—next, the statement of the problem.

Statement of the Problem

The reclassification of emergent bilingual students and how teachers' language ideologies could affect how they teach and evaluate their students' English language proficiency. Despite the effectiveness of DLBE programs, teachers' views on language development require a more profound critique of why it matters in reclassification. As I discussed, a critical criterion for reclassification submitted to the LPAC committee is the teacher evaluation. Teachers use the Emergent Bilingual/ English Learner Reclassification Rubric to evaluate the student's English language proficiency in listening, speaking, reading, and writing. Understanding how teachers' language ideologies impact the decision to reclassify a student is essential. Their beliefs will impact the pedagogical decisions they make and the English language development of the emergent bilingual student; therefore, it is imperative to understand the teacher's ideologies and experiences as they navigate the levels of power and lead their students through the reclassification process.

While language ideologies have been previously explored in DLBE in the context of translanguaging and inequities of DLBE through teachers' perceptions, this work aims to document how language ideologies come into play around reclassification. For many educators, DLBE has altered the traditional preference for students to acquire one standard language in favor of more pluralist ideologies that favor students to gain proficiency in English while maintaining their native language (de Jong, 2013). Teachers' views on language within DLBE program models too often place English language practices on a mantle, giving English more excellent value and legitimacy over the student's home language. In the classroom, this hierarchy

in language reflects discursive practices and concrete actions such as language use and allocation. Understanding how teachers navigate their language ideologies and what is best for the students as they develop literacy skills in two languages is essential. In addition, they must navigate state and local policy and accountability concerning the reclassification of emergent bilingual students. The dual language teacher must pay special attention and time to academic language learning in English.

Teachers must make decisions regarding language allocation during instruction and lessons focused on learning English testing strategies. The decision to prioritize time spent on English instruction takes away time spent on developing the Spanish academic language. These decisions to prioritize academic language development for high-stakes state assessments place the teacher in a compromising position. More time spent developing academic English, grammar, content-specific vocabulary, and complex sentence structures in preparation for these state assessments creates inequities in DLBE programs (Henderson & Palmer, 2020).

I take this viewpoint to understand teachers' values, beliefs, and experiences about how to respond to linguistic and culturally diverse classrooms that will shape linguistic practices in the classroom. This study will extend this research on language ideologies in DLBE programs relating to the reclassification of emergent bilingual students.

Purpose of the Study

The purpose of the study was to examine and understand the interrelatedness in top-down state-mandated reclassification requirements as it relates to language ideologies of dual language bilingual education teachers concerning English proficiency and the reclassification of their emergent bilingual students in their two-way 50/50 simultaneous biliteracy Dual language bilingual education (DLBE) classrooms in a Texas borderland district.

Research Question

The following research question guided the study:

What are dual language teachers' language ideologies, and how do these ideologies play

into the reclassification process of emergent bilingual students?

Significance of the Study

This study will add to the literature on the reclassification of emergent bilingual students,

language ideologies, and how teachers' views, beliefs, and unconscious perceptions may

influence how emergent bilingual students are monitored and evaluated for English language

proficiency for reclassification purposes.

These perceptions can inform the issues related to why students maintain the

classification status as they progress through the educational system. The goal is to support

teachers to gain ideological clarity to inform instruction. Hence, they are prepared to meet the

linguistic needs of emergent bilingual students to ensure academic success in multiple languages.

These findings can contribute to the teacher, principal, and other administrator preparation

programs and in-service professional development in districts for parents, teachers, and

administrators in culturally relevant pedagogy and how language ideologies contribute to the

reclassification or non-reclassification of emergent bilingual students.

Summary

Chapter 1 provided the background for the study. It introduced the essentials of the

framework, language ideology, which is foundational to the study, and how it impacts bilingual

educators' practice. The chapter also introduced the purpose of the study, the research question

that will guide the study and its significance. The following four chapters will extrapolate each of

the study's components: a review of the literature, methodology, analysis, and findings, and end

with a discussion of the study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In examining and understanding the interrelatedness in top-down state-mandated requirements as it relates to language ideologies of dual language bilingual education (DLBE) teachers concerning English proficiency and the reclassification of their emergent bilingual students in their two-way 50/50 simultaneous dual language classrooms in a Texas borderland district, it is necessary to offer the theoretical framework and literature that are the context of the study. This chapter first introduces Language Ideologies, the theoretical framework for the study, followed by the literature review.

Theoretical Framework: Language Ideologies

Language ideologies guide this study in understanding the dual language teacher's accounts of their experience with reclassification, bilingualism, and biliteracy. Situating their accounts in the broader U.S. and Texas context will enable me to connect dominant narratives and discourses of the Spanish language with the dual language teacher's ideologies. In examining the number of emergent bilingual students who reclassify or do not, examining the ideological dimensions of the teacher's beliefs and unconscious perceptions and how they contribute to the emergent bilingual student's reclassification is essential.

Language ideologies are perceptions and conceptualizations about languages, speakers, and discursive practices, are permeated with political and moral interests and are shaped in a cultural setting (Silverstein, 1979). Woolard (2018) defines language ideologies as "socially and politically loaded cultural beliefs about the form and function of language in society (p. 7). They are not described in the singular but in plural form since the ideologies reflect an individual's experience, belief, or perspective. There is not one prescribed view but the potential for juxtaposing various socio-cultural-political influences that inform a person's worldview.

Language ideologies manifest among dual language teachers in DLBE programs, for example, as their perceptions about language and language practices determine their emergent bilingual student's English language academic development and reclassification. DLBE teachers' ideas and perceptions concerning student language development vary between pluralist and assimilationist language ideologies based on their ideologies. These language ideologies include multilingual and monolingual perspectives that relate specifically to DLBE (De Jong, 2013). The assimilationist perspective adopts purist ideologies and promotes one correct or academic language, which aligns with the process of the standardization of language and places students who practice the non-standard language in a deficit perspective (Martínez et al., 2015). On the contrary, those with a pluralist perspective view bilingual language practice as dynamic and transformative (García & Wei, 2014).

As dual language programs include "white" monolingual students learning Spanish, it is also essential to understand the teacher's perspective on evaluating English language proficiency of "brown" emergent bilingual students. Such evaluative perceptions are often based on entrenched ideas about specific types of people rather than only about language, as explained by Silverstein (1979), "Its users articulate these sets of beliefs about language as a rationalization or justification of perceived language structure and use" (p. 240). In the case of emergent bilingual students, it is essential to explore the ideologies of dual language teachers as they evaluate language practices of emergent bilingual students. Teacher perceptions are based on their lived experiences in learning language, perceptions in second language acquisition, and political and moral interests shaped in DLBE.

Literature Review

The literature review examines extant literature addressing language ideologies and topics related to the reclassification of emergent bilingual students. I obtained the studies for this review of literature from the academic databases Educational Resources Information Center (ERIC), ProQuest, and EBSCO, and I organized my resources using Mendeley (Resource Management). I found dissertation studies about language ideologies in DLBE programs through ProQuest. The terms I used to search for relevant studies included "Reclassification and dual language bilingual education," "Dual language bilingual programs and inequities and emergent bilingual students," "dual language teacher ideologies," and "Translanguaging and language ideologies." I examine the previous literature on (1) dual language teacher language ideologies: navigating dynamics of languaging, (2) linguistic inequities in dual language bilingual education programs, (3) implications of reclassification and teacher language ideology making the connections between raciolinguistic ideologies and reclassification. The literature section is presented in 11 subsections: (a) critical consciousness; (b) monoglossic ideologies; (c) raciolinguistic ideologies; (d) political ideologies (e) linguistic inequities in DLBE programs; (f) language ideologies and translanguaging; (g) implications for reclassification and teacher ideologies; (h) long-term English learner; (i) barriers to reclassification; (j) teacher stereotypes and bias; and (k) academic language for who. The chapter ends with a summary.

Critical Consciousness

We must develop a critical consciousness regarding how we consider the demands of reclassification. Critical consciousness concerns "the awareness of power in a given environment and intention to redress existing inequities" (Bhansari, 2022, p. 258). DLBE has three traditional goals: academic achievement, bilingualism/biliteracy, and intercultural competence (Dorner et

al., 2022). Dorner et al. propose a fourth goal of critical consciousness, which they argue is the foundational goal that will anchor DLBE and the three traditional goals. These researchers drew from the works of Freire's (1970) conceptualization of critical consciousness. They defined critical consciousness as the "ongoing sociopolitical process of questioning the roots of one's historical, material, and social conditions, and breaking the culture of silence that reproduces the status quo through the internalization of myths bred and promoted by the oppressor" (p. 4). Brazilian educator Paulo Freire (1970) conceived of critical consciousness while working with adult laborers in Brazil. Freire realized that inequality is sustained when the people most affected cannot decode their social conditions. Freire proposed a cycle of critical consciousness development that involved gaining knowledge about the systems and structures that create and sustain inequity (critical analysis), developing a sense of power or capability (sense of agency), and ultimately committing to act against oppressive conditions (critical action).

Critical consciousness requires a process of inquiry whereby engaging in praxis that involves 1) critical reflection and analysis generated by questioning myths and recognizing the systems that structure inequities, 2) recognizing our agency, including our role in perpetuating systems of oppression and our potential to disrupt them, and 3) critical action for social transformation, both individual and collective (Heiman et al., 2024). It is essential to understand how critical consciousness was initially infused in DLBE by race radical roots of bilingual education (Darder, 2012; Flores, 2016; Pacheco & Chávez-Moreno, 2022, as cited in Heiman et al. 2024 p. 53).

Bartolomé (2004) called for ideological and political clarity as a process to interrogate inequities in bilingual education and necessary in the development of critical consciousness. Ideological clarity refers to how teachers struggle to identify the pressures from the dominant

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society and political hierarchy and their beliefs on social order, resulting in inequities (Bartolomé & Balderrama, 2001). Political clarity refers to the process in which teachers are conscious of the sociopolitical and economic realities that shape their lived experiences and their ability to transform these conditions (Bartolomé & Balderrama, 2001; Bartolomé, 2004). Political clarity also refers to how individuals understand the possible linkages between macro-level political, economic, and social variables and subordinated groups' academic performance in the micro-level classroom (Bartolomé, 2004). At the district administrative level, accountability to meet state reclassification mandates is the primary focus for many school districts. Pressures to reclassify emergent bilingual students filter down to the campus and classroom level. This study will pay particular attention to teachers' ideological and political perceptions about reclassification and evaluating emergent bilingual students' English language development. Also, of interest is how the pressures they may encounter from the broader context, such as state and local language policies, may influence the reclassification process.

Alfaro and Bartolomé (2017) argue that teachers must learn to identify hurtful dominant cultural ideologies and their manifestation in the classroom to be prepared to intervene and create optimal learning conditions for all their students. This framework mirrored Cervantes-Soon et al.'s (2017) call for critical/sociopolitical consciousness, in which she documented the inequities in DLBE and proposed this fourth essential goal of consciousness.

According to Medina (2021), we are all complicit in linguistic oppression within DLBE by framing language proficiency solely through a monolingual perspective and by assessing and evaluating accordingly. It is time we interrogate these systems that continue to devalue a student's full language repertoire and advocate for assessments that measure the full linguistic abilities of emergent bilingual students. It is essential to understand if teachers are activating and

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engaging in critical consciousness when evaluating emergent bilingual students for reclassification.

Monoglossic Ideologies

Garcia and Torres (2009) define monoglossic language ideologies as an autonomous skill that functions independently from the context in which it is used. U.S. schools ignore how English and Spanish are operated by U.S. Latinos (Garcia & Torres, 2009). The power relationship between English and Spanish in the U.S. impacts the sociolinguistic identities of young emergent bilingual students as their English exemplifies their communal lived experiences. Language, for example, is borrowed from English and Spanish to create one linguistic repertoire. However, teachers sometimes frown upon this linguistic practice as students are expected to demonstrate a more standardized English language in the classroom (Garcia & Torres, 2009). For example, there needs to be more clarity about what code-switching and translanguaging mean. Otheguy, García, and Reid (2015) clarify the difference between named languages (code-switching) and translanguaging.

Named languages refer to the outsider's perspective or what people see outside the learner's brain. Named languages are social and political constructs created historically by colonizers who had a set of assumptions of what the English language should be and categorized other named languages to make sure they did not interfere with the colony's governance (Otheguy et al., 2015). The idea of code-switching assumes that our brain naturally sorts the named linguistic features and privileges the social evaluation from the outsider's perspective. Translanguaging is the insider's perspective or what happens naturally in the learner's brain and privileges the learner as the brain pulls from the full linguistic repertoires to make meaning. Therefore, in evaluating a student's language proficiency, one must look at a student's entire

linguistic repertoire, not the perspective of named languages and social and political constructs (Otheguy et al., 2015).

Bilingual students must have the skill to perform fluently in English; however, it is a separate skill independent of linguistic proficiency. Otheguy et al. (2015) state, "Testing the proficiency of children in a language must be kept separate from testing their proficiency in language" (p.299). When evaluating or assessing the language proficiency or the full richness, flexibility, and complexity of a student's linguistic ability, it should not be conflated with cultural and political language proficiency assessment. Otheguy et al. (2015) argue that an accurate, informative, and authentic language assessment adopts the insider's perspective (translanguaging). As Otheguy et al. state, "If schools want to test students' linguistic ability – their ability to do these things with language – it does not make sense to ask them to perform using only some of their linguistic repertoire; it does not make sense to ask them, that is, to deploy only a portion of their idiolect" (p. 300). Also, it does not make sense to compare emergent bilingual students to monolingual students, who can use all or most of their linguistic repertoire when testing. It asks why we have two separate testing components (TELPAS and STAAR) to measure English language proficiency. If we assess the social-political understanding of English, we should use one assessment that measures this. Understanding code-switching and translanguaging will help teachers understand how students view student English and Spanish language practices as they evaluate their language development (Otheguy et al., 2015).

Raciolinguistic Ideologies

Raciolinguistic ideologies are ideas and representations of groups of people and the nature of race, such as superior and inferior cultures (Flores & Rosa, 2015). These ideologies protect a

group of people's interests and hierarchal standing and emerge from history (Flores & Rosa,

2015). Race and language are not discrete from one another but rather emerge from one another

in that they rely on each other to exist. Language and race are commonly viewed separately in

education. Rosa and Flores (2015) suggest appropriateness is a language ideology through which

appropriate speakers emerge and call this phenomenon the white gaze. These ideologies identify

the roots of racial inequalities that are embedded in the idea that racialized communities are

linguistically deficient, and the solution is to fix these deficits. Flores and Rosa discuss

sociolinguistics regarding white-listening subjects and white-speaking subjects. As Flores and

Rosa state:

> A raciolinguistic perspective shifts the focus from the linguistic practices of the
>
> speaker/writer toward the perceiving practices of the listener/reader. From this
>
> perspective, whether one is positioned as successfully engaged in academic language is
>
> primarily determined by the white listening/reading subject whose perceptions have been
>
> shaped by histories of colonialism that continue to frame racialized speakers as coming
>
> from communities with linguistic deficiencies that need to be policed and corrected. (p.
>
> 24)

Raciolinguistic ideologies are important to understand when studying how teachers

engage with praxis and critical consciousness in DLBE programs, assess their students, and

impact how a student's linguistic abilities are interpreted (Flores & Rosa, 2015). This type of

ideology is oppressive in that judgment is placed on the students by a person's perception of who

is linguistically competent. In tandem with the perspective of purism and the notion of one

correct academic language is the notion of alingual or similingual ideology or not having a

language. According to purists, alingual ideology means not having standard English

proficiency, and similingualism means not having native-like proficiency in any language (Ek et al., 2013; Garcia et al., 2021).

Those not fluent in mainstream language varieties are positioned racially and categorized through their linguistic abilities and practices as deficient and lacking (Flores & Rosa, 2015). Language-minoritized individuals negotiate their identities by navigating learning institutions governed by raciolinguistic ideologies in which specific bodies are racialized based on language use (Flores & Rosa, 2015). As such, native speakers of minoritized languages, such as Spanish, are often linguistically race-marked due to dominant ideologies of purity and standardization in the U.S. (Flores & Rosa, 2015). Even their second language, English, is predisposed to racialization if perceived as affected or influenced by their first language, Spanish. This perception is often displayed through deficit views of Spanglish, a mixing of languages, as English is affected by Spanish or vice versa.

The raciolinguistic perspective helps to understand how emergent bilinguals are stereotyped with distinctive ethnoracial categories and linguistic practices. For example, emergent bilingual students may need management and remediation based on their racialized status rather than objective linguistic features and differences (Flores & Rosa, 2015). This perspective will help analyze the teachers' reasoning behind how they may view the student language practices and decisions to reclassify or not reclassify a student.

Latino and White teachers must have a critical conscience about the cultural backgrounds of the students they serve. Latino students must overcome specific barriers, such as language and cultural differences between school and home. Teachers must reflect on their beliefs about maintaining the culture and identity of their students through a democratic classroom environment as they use language in the classroom (Darder, 1993; Flores, 2019). Flores and

Rosa (2015) call into question the appropriateness-based approaches to language education. For example, if racialized populations learn to engage in normative language practices when appropriate, they will be recognized as legitimate language users. These appropriateness-based approaches come in the form of remediation courses or programs to develop academic English for reclassification. This perspective will help understand teachers' decisions to recommend a student to participate in programs designed to develop English language proficiency (Darder, 1993; Flores, 2019; Flores & Rosa, 2015).

Raciolinguistic ideologies are not just actions that a teacher and student demonstrate. They permeate the constructs of assessments and how teachers assess language development. For example, teachers are conflicted about giving credit to a student who answers correctly in Spanish in a test given in English. Bilingual students are forced to separate languages in their brains and, to their disadvantage, cannot access their entire linguistic repertoire when taking tests in English (Otheguy et al., 2015). Monolingual students are advantaged because they can translanguage and are minimally forced to extract a small portion of their interpersonal linguistic practice (Otheguy et al., 2015). Language assessments are socially and politically constructed, and it is unfair to assess the emergent bilingual student with monolingual approaches that rely on the standardized version of the named language as the guiding category (Otheguy et al., 2015). Dual language teachers are faced with making decisions that impact language and race daily during instruction as they check for understanding and assess their emergent bilingual students.

The literature concerning language ideologies provides an understanding that dual language teachers' linguistic background and experience in learning a second language influence their instructional practices in the classroom. Critical consciousness and ideological political clarity help to understand the macro and micro levels of education and how teachers navigate

these pressures for reclassification. It is essential to explore further how teachers navigate

language practices in English and Spanish regarding their decision to reclassify a student.

Political Ideologies

The mainstream ideology regarding literacy instruction for Spanish-speaking children is a

political one. According to de la Luz Reyes and Halcón (2001), it is a set of beliefs that make the

"model American" while excluding all others. As de la Luz Reyes and Halcón explain, "As a

result, over decades, Latinos who have had virtually no voice in their children's education have

rallied against the imposition of deliberate language policies and practices that have subordinated

them to second class citizen status" (p. 65). What is best for our Latino children who are

emergent bilingual students is a longstanding debate. Dual language teachers must combat

inequities by mediating more prominent ideologies that marginalize the linguistic practices that

frame the emergent bilingual student's identity and sense of self (Cervantes-Soon et al., 2017).

Understanding the teachers' linguistic ideologies is essential as their past and present experiences

directly affect students' linguistic and academic success (Brooks, 2020; Henderson, 2020;

Johnson, 2020).

Studies have shown that dual language teachers' linguistic background and experience in

learning a second language influence their instructional practices in the classroom (Cervantes-

Soon et al., 2017; Henderson, 2020; Herrera-Rocha & De la Piedra, 2019; Valenzuela, 1999). In

the educational context, non-standard English of emergent bilinguals is marked as less competent

than English monolingual students. The U.S. schools privilege an English proficiency identity

over a Mexican Spanish-speaking identity; therefore, the pressure to assimilate into the dominant

language is high (Herrera-Rocha & De la Piedra, 2019). These findings will help inform the

teacher's background in language learning and second language acquisition. The inequities arise in DLBE programs when English is non-negotiable.

For example, many times, in a TWDL classroom, a monolingual English-speaking teacher is placed as the English medium teacher, and P.E. coaches, librarians, and all other school staff speak English; therefore, students in a 50/50 dual language program receive most of their day in English. The uneven number of bilingual school staff leads to linguistic imbalance and language communication inequities (Cervantes-Soon et al., 2017). Also, the bilingual teacher can provide enrichment in both English and Spanish, whereas the monolingual English teacher can only provide linguistic enrichment in English. Valenzuela (1999) found that many bilingual teachers who attended schools along the U.S./Mexico border experienced subtractive schooling. This finding is significant because these teachers did not receive high-quality Spanish instruction past the early elementary years; therefore, understanding their beliefs and feelings about bilingualism is essential.

The research on TWDL districtwide implementation uncovers inequities in teachers' ideologies in the programs served and the pressures teachers experience from top down DLBE policy implementation (Henderson, 2019). The findings discovered inclusionary and exclusionary discourses concerning the students they are serving. Teachers express a spectrum of beliefs. Some teachers believe that all students benefit from learning two languages and view DLBE as including monolingual and emergent bilingual students. Others believe the DLBE is an enrichment program for wealthy white students (Henderson, 2019).

On the one hand, some teachers expressed counter-hegemonic ideology, while others reflected racial and socioeconomic inequities (Henderson, 2019). Discourse also arose concerning the DLBE not being fit for students with learning disabilities and fit for students who

are already linguistically talented. This discourse is problematic and racially exclusionary (Flores & Rosa, 2015).

In an OWDL program model, students who were not identified as emergent bilinguals but whose heritage language is Spanglish, Tex-Mex, or Pocho [Language Mixing] are excluded from participating (Henderson, 2019). Teachers should advocate for and select the program model that provides students with the highest degree of access regardless of linguistic, academic, or sociocultural background.

In sum, the language ideologies of the dual language teacher are most important as they impact the emergent bilingual student's daily academic success in the classroom environment. DLBE teachers face unique opportunities and challenges with their student population and must manage top-down administrative decisions that impact instruction (Henderson & Palmer, 2020). Teachers must examine their beliefs about how emergent bilingual students learn a second language as they create a learning environment and implement instruction. Their beliefs will impact the pedagogical decisions they make and the English language development of the emergent bilingual student; therefore, it is imperative to understand the teacher's ideologies and experiences as they navigate and lead their students through the reclassification process. Next, a discussion concerning the literature surrounding the inequities in DLBE programs.

Linguistic Inequities in DLBE Programs

Although DLBE programs have been documented as the most effective bilingual program, Cervantes-Soon et al. (2017) reported the inequities in two-way dual language programs and directed attention to how outcome-based studies "often use imperfect categorizations and the monolingual English speaker as the standard against whom bilingual learners are measured" (p. 417). For example, researchers compare groups using such

classifications as English/Spanish speakers, language majority/minority groups, or L1/L2 (first and second language), even while noting that these terms do not reflect the complexity of the student's sociolinguistic realities (Cervantes-Soon et al., 2017). These categorizations in educational research are essential. However, Cervantes-Soon argues that these frames must completely describe emergent bilingual students' knowledge. Because monolingualism has been the ideological standard in the U.S., these ideas have shaped dual language programs and how bilingualism is viewed as two separate linguistic systems.

Cervantes-Soon et al. explain that the strict separation of languages in TWDL programs causes distinct categorizations of students based on language development, such as native language (L1) and second language development (L2). She explains that students become bilingual only in standardized forms of English as the native language reinforces hegemonic whiteness. This categorization based on standardized English forms marginalizes emergent bilingual students' everyday linguistic practices. For example, McCollums (1999) study found that in Spanish language arts classes in a two-way dual language secondary program, a teacher's overcorrection pushed students to use more English. Alternately, the English teacher focused on the students' errors in English. In this case, the students were placed in a double bind where the teacher devalued the student's language development in both languages (McCollums, 1999).

Other review of the literature in DLBE point out that inequities stem from time spent preparing students for standardized testing in their stronger language (English or Spanish) and abandoning rich bilingual goals (Henderson, 2020; Cervantes-Soon, 2017). The research suggests that the decision to prioritize monolingual English instruction and "white bilingualism is interpreted as an achievement to be acknowledged, and Latino bilingualism one to be anticipated" (Cervantes-Soon, 2017, p. 23). For example, teachers are pressed for time to prepare

emergent bilingual students for high stakes standardized tests and English proficiency assessments. Prioritizing these tests places the teacher in conflict with accountability measures, short-term success on these monolingual exams, and the goals of bilingualism (Henderson, 2020). Henderson found that teachers do not believe it is possible to implement a dual language bilingual education program and focus on student outcomes on state standardized tests.

Similarly, Cervantes-Soon et al. point out the neoliberal logic in time spent on test preparation. Instruction shifts to the language the student is strongest in to ensure academic success on the test. Therefore, it only draws on their entire linguistic repertoire and further development of bilingualism. The researchers call on us to take up more humanizing research methodologies. The study will contribute to the professional development and pre-service training of administrators and teachers. Because it is such a pervasive topic it is hoped that through humanizing methodology the research and participants can engage in constructive dialogue about the problem and bring awareness to and change.

Recent studies have focused on the inequities of DLBE programs and teacher perceptions regarding elitism and intra-racial gentrification (Chávez-Moreno, 2021; Freire & Alemán, 2021). Freire and Alemán utilized the Critical Race Theory CRT as a lens to analyze the inequities in DLBE. They found that minority students who did not perform well academically in English were pushed out of DLBE programs. This form of injustice is called intra-racial gentrification. As Freire and Alemán state, "Intra-racial gentrification refers to the push out of racialized students with a darker skin tone, lower English proficiency, lower SES, non-citizenship status, low academic performance, behavioral issues, and disability while opening doors for more privileged racialized students" (p. 253).

Similarly, Chávez-Moreno found that competing roles of bilingual and world-language education resulted in elitism and language policies that were crimpled by white supremacist ideologies. Chávez-Moreno defines world-language education as fulfilling social goals for white youth from English-dominant homes. For example, white bilingual students are deemed gifted, while emergent bilingual students need remediation. One finding discussed excluding a Latino student from receiving the Seal of Biliteracy upon graduation. This student had been in the DLBE program since elementary school but had exited the DLBE program in high school to take honors courses. He shared that his bilingualism was not legitimate because he would not receive the Seal. These examples show how the logic of whiteness determines the legitimacy of bilingualism and disadvantages brown, bilingual, and non-DL students. These ethnographical studies and perspectives on racial issues in secondary-level DLBE bring to light the importance of understanding the reclassification of long-term English learners.

In sum, the pressure for emergent bilingual students to reclassify and meet criteria for English proficiency brings many challenges for teachers and emergent bilingual students as they must consistently prove that they are moving toward English proficiency rather than the focus being bilingual, biliterate, and bicultural. Time spent preparing students for state mandated tests, and perceptions of elitism create inequalities in our DLBE programs and our education system. The authors remind us that due to these inequities in the literature, teachers must advocate against them by reflecting on their language ideologies and developing critical consciousness. The following section will discuss the literature on language ideologies and translanguaging.

Language Ideologies and Translanguaging

An underlying ideology behind DLBE is the value of maintaining the heritage language while learning a new language, commonly referred to as translanguaging. Garcia and Wei (2014)

explain translanguaging in education as leveraging one language to reinforce the other to increase conceptual understanding. The assumption that one language should be used for instruction in a dual language classroom and strict separation of languages is a common practice in DLBE programs (Cammarata & Tedick, 2012). This idea of language separation assumes that monolingual language use by teacher and student will foster similar language proficiency in two languages (Cammarata & Tedick, 2012). Assigning a language to students is challenging and counterproductive to rich academic learning and critical thinking (Palmer & Henderson, 2020). This group of researchers (Babino & Stewart, 2018; Beeman & Urow, 2013; Cummins, 2003; Garcia & Wei, 2014; Palmer, 2013) propose a more flexible use of language in the classroom that will capture diverse language practices that are heteroglossic in nature. The term heteroglossic refers to a coexistence of distinct varieties within a single language. Emergent bilinguals should be able to use more than one language to navigate academic activities in all content areas to maintain and promote their linguistic identities. As bilingual students participate in literacy practices in the classroom, they should be able to shift from one language to another as they draw meaning from literacy (Garcia & Sylvan, 2011; Garcia & Wei, 2014).

One common theme in literature is the tensions that teachers experience between strict language separation policies and dynamic bilingual practices (Babino & Stewart, 2018). The critical tenant for language separation in a bilingual program is to provide explicit instruction in English and the partner language (de Jong, 2004; Howard et al., 2018). On the contrary, a trend in research discusses dynamic bilingual practices such as translanguaging, where teachers create spaces for students to leverage their entire language repertoire to communicate and learn (Babino & Stewart, 2018; Beenman & Urow, 2013; Garcia & Wei, 2014; Gort, 2015). With the pressures

of reclassification from state, district and campus administration, it is essential to know if DLBE teachers create these translanguaging spaces or spend more time fostering English development.

Studies found a diversity of teachers' positions on how to navigate translanguaging practices in the classroom. For instance, Martinez et al., 2015 found that while some teachers adopted flexible bilingual pedagogy, others insisted on separate bilingualism. Martinez's case study, in a school district in southern California, found that in one case, a teacher admitted to using translanguaging practices in the classroom with a student and called it "weird" and "just being lazy" (Martinez et al., 2015, p. 34). She did not articulate monoglossic ideologies; however, she did believe in advocating bilingualism for her students. She believed in the importance of saving the integrity of the Spanish language, which was counterhegemonic (opposition to existing hegemonic power). Another teacher also stated that she wanted to stay within the language of instruction but found herself switching back and forth fluidly from one language to another during instruction (Martinez et al., 2015).

Although these two teachers spoke about using translanguaging practices in the classroom, they had deficit views when asked about their beliefs concerning mixing languages. Linguistic purism ideologies surfaced as "academic" vocabulary arose when they expressed the importance of building vocabulary in Spanish. Academic vocabulary is the vocabulary used in context with math concepts in the classroom. They are beginning to leverage some strategies but are still not fully aware that to embrace translanguaging means to understand that alternating between languages is as correct as what some consider to be "academic" English or Spanish. Language ideologies informed these teachers' perspectives on language separation of linguistic purism and reflective of the broader policy of language separation in dual language education; however, they were also informed by ideologies that privilege Spanish and bilingualism

(Martinez et al., 2015). I concur with Martínez et al.'s (2015) call to dialogue with teachers about how their underlying ideologies may marginalize emergent bilingual students' language practices. I will extend this research on teacher language ideologies and how they impact the reclassification of emergent bilingual students.

Similarly, Cammarata and Tedick found that teachers needed more understanding of what language to use throughout the day of instruction and a need for more training and professional development for ongoing support. Professional development must address misconceptions about translanguaging pedagogies and practices in the DLBE classroom. The constraints experienced by teachers regarding the adoption of a translanguaging stance included (1) an institutional language policy, (2) a lack of guidance on implementation, (3) personal linguistic purism ideology, and (4) assumptions and perceived dangers, such as overuse of English by students or loss of community language and identity (Deroo & Ponzio, 2019; Cammarata & Tedick, 2012; Martinez et al., 2015). I will extend this research in understanding how teachers navigate state, district, and campus perceptions on translanguaging practices as they relate to English proficiency and reclassification.

In sum, translanguaging pedagogy can radicalize how educators view and treat students' languages, positioning their students as multilingual, heteroglossic, and multifaceted (Martínez et al., 2015). Therefore, acknowledging the tension among the language separation policy–translanguaging pedagogy tension, creates even a greater need to understand how teachers negotiate and enact their language ideologies in and beyond the classroom. Monolingual policies and lack of administrative support are the most significant hindrances for dual language teachers (Deroo & Ponzio, 2019). These strict language policies have become a powerful force for dual language teachers, preventing them from adopting more flexible multilingual approaches.

Understanding how teachers might navigate the conflict between sedimented monolingual language ideologies is crucial as they must reclassify their emergent bilingual students. With the ever-prevailing English-only mindset in the U.S. education system, a call for new approaches that confront long-held nationalist monolingual mindsets favors research and praxis that acknowledges bilingualism and multilingualism.

I have looked at the literature that captures the rates in which emergent bilingual students reclassify in DLBE, giving us a more quantitative overview of student outcomes. The findings state that emergent bilingual students in dual language programs reclassify more consistently in middle and high school than in transitional early and late exit programs. Next, I will focus on the implications of the reclassification process related to teacher language ideologies.

Implications of Reclassification and Teacher Language Ideology

Why is reclassification necessary? What happens when a student does not reclassify? The reclassification process was created to ensure that emergent bilingual students receive linguistic resources and instructional support for English language attainment for academic success (TEA, 2022). However, the literature shows that the reclassification process is creating other challenges.

As emergent bilingual students are held back from reclassification or entry into English courses, access to core and more advanced curricular offerings is delayed. Studies revealed that if an emergent bilingual student does not reclassify by the time they enter middle school, the likelihood of obtaining a reclassification status diminishes as criteria must be aligned to show English proficiency (Callahan & Shifter, 2012; Callahan, 2013; Dabach & Callahan, 2011; Estrada & Wang, 2018; Olsen, 2010). It becomes more challenging to meet all the criteria for reclassification if the student does not have access to high-quality instruction in all content areas.

The student then enters a long-term English learner (LTEL) status, and access to opportunities to learn academic content decreases (Brooks, 2020; Callahan & Shifter, 2012; Dabach & Callahan, 2011; Estrada, 2014; Estrada & Wang, 2018; Olsen, 2010).

For example, Estrada found that teachers described the English language development (ELD) course as an "enabling" content course and are mainly intended to provide students with specific content vocabulary and "other" language skills necessary to profit from core content instruction. However, staff complained that these courses were "dumbed down." This teacher's perception of ELD courses sheds light on how these remedial courses place deficit views on emergent bilingual students as pobrecitos [poor little ones]. The deficit view of lacking the English language prevents access to core content. Moreover, the belief that "not able to do" or achieve academic learning is racially discriminatory.

Teacher Stereotypes, Bias, and Reclassification

Research on reclassification tends to overlook stereotypes' roles and teacher bias. This omission is essential given how stereotypes and prejudice affect test performance and teacher evaluations, which are vital reclassification criteria in Texas. Recent work points to ethnic disparities in reclassification outcomes, highlighting that emergent bilingual students are less likely to take assessments that are required for reclassification eligibility and be reclassified when eligible compared with other groups (Estrada & Wang, 2018; Umansky et al., 2020).

The ethnographic and mixed methods research of emergent bilingual and Asian students' teachers capture how the actions and beliefs about achievement reflect stereotypes and biases. A mixed methods study (Umansky et al., 2020) in a small school district in southern California found a disparity between Asian and Latinx third-grade students' reclassification. The disparity began in third grade and continued across all grade levels. Teachers' beliefs and perceptions of

Asian students were high achieving, and Latinx emergent bilingual students were underachieving. These ideas of achievement invoked a more significant societal construction of ethnicity and demonstrated that racialized stereotypes directly affect students' academic performance (Ochoa, 2013).

Ochoa also found that emergent bilingual students were stigmatized by their limited proficiency in English, and teachers viewed these students as impaired by their linguistic background. They believed that their students had limited intelligence and potential. Similarly, Mavrogordato and White (2017) conducted a mixed methods study. They found that teachers' perceptions influenced an emergent bilingual student who met reclassification criteria and was reclassified but also enabled the reclassification of students who did not meet the requirements.

This body of research examines teachers' racialized stereotypes and biases on Latinx emergent bilingual students compared to other groups of emergent bilingual students. It helps us to understand how teachers' actions may influence linguistic practices in the classroom that impact the reclassification of emergent bilingual students.

As dual language teachers monitor English proficiency for reclassification purposes, it is essential to understand how teachers' language ideologies impact their decisions on whether their emergent bilingual students have crossed the threshold of English proficiency and what tools they are using to measure proficiency. Dual language teachers need support recognizing the complex linguistic knowledge their students have developed as part of their lived cultural and racial experience and making this the core work, they do in the classroom.

These researchers agree that focusing on the rate and time of reclassification is not necessarily in the best interest of student's English language proficiency for academic success. If the attention is solely on the reclassification rate, then the quality of instruction is not at the

forefront. More research on teacher's language ideologies could shed light on why so many students according to the state reclassification requirements are not meeting English proficiency standards. Next, the literature concerning emergent bilingual students who do not reclassify after many years in the U.S. school system.

Long-Term English Learner: Lack of Language vs. Language Rich

Another implication of reclassification is that students inherit the Long-Term English Learner (LTEL) label. Who are our LTELs? After six years in the school system, these students are given this label and still need to meet the reclassification requirements to exit a bilingual program. Olsen (2010) describes emergent bilingual students needing more oral and literacy skills in English and Spanish for academic success. She calls attention to how the educational system has harmed this group of students and motivates change in how these students are served in the educational system.

Brooks (2015) conducted a yearlong case study in a California school district of five high school long-term English learners' classroom academic reading experiences and their ideas about reading. She found that low standardized test scores are only partially attributed to English proficiency. An ethnographic snapshot of a dual language teacher demonstrating oral meaning-making practices demonstrated the students' engagement in background knowledge to make meaning to academic vocabulary (Brooks, 2015). She emphasizes the importance of not mirroring instruction to prepare students for standardized tests but helping high school students navigate the demands of reading to learn (Brook, 2015).

Furthermore, Brooks (2020) argues that although Olsen's theory of change creates motivation to change the educational system, we must also "discuss the consequences of the LTEL label and associated views about this group of students" (p. 6). Similarly, Flores (2019)

states that we must "notice the linguistic dexterity involved in their fluid use of English and Spanish daily" (p.49). She explains that the LTEL label is used for accountability; however, it focuses on the student's classification status and provides minimal insight into their linguistic abilities and experiences. For example, Brooks conducted linguistic histories with five Latina students, and one stated that her short stature and black hair made it easy for her to become invisible. She had a round face, characteristic of Mesoamerican Indigenous people. She did not talk much to hide from being teased for being short and ugly. The teacher called on the outspoken students more often, therefore she did not have the opportunity to share her knowledge of the content. This student's perception was that the teacher rewarded the outspoken students with good grades even if they did not work to earn them (Brooks, 2020).

Brooks (2020) describes her experience with her students as they met challenges in meeting reclassification requirements. She noticed they exhibited multiple linguistic and literate abilities daily. For example, one of her students excelled in all her courses and standard achievement tests but was not reclassified because of low English proficiency assessment scores. Another student who needed help reading the textbook could speak on end in English about books and their plotlines (Brooks, 2020).

Research shows these students need to fit into one normative and literate profile that the term LTEL tries to assert (Brooks, 2020; Flores, 2019) and calls for dismantling standardized linguistic categories. For example, teachers have access to information on English proficiency; however, it is limited to assessment scores in listening, speaking, reading, and writing, and needs to provide a complete picture of their linguistic experiences and abilities (Brooks, 2020). As such, teachers need to gather background information about their LTELs' lived experiences and language practices to inform instruction (Brooks, 2020). The absence of the entire linguistic

portfolio of an emergent bilingual student may affect how a teacher decides to reclassify a student.

In sum, research explains the deficit effects of the LTEL label and how the teacher needs to pay close attention to the linguistic abilities of their students. Teachers must interpret English proficiency assessments as tools for accountability while understanding the consequences of LTELs not meeting reclassification criteria. This research aims to change how educational systems serve LTELs and to understand the deficit views associated with LTELs.

Barriers to Reclassification: Teacher Urgency for Remediation

Studies have found a disparity in the number of students eligible for reclassification and those who reclassify (Abedi, 2008; Estrada, 2014; Umansky & Reardon, 2014). Abedi (2008) found that at the elementary level, more students were eligible for reclassification and were not reclassified for reasons that follow:

> (a) teachers decide to hold them back because they do not think they are ready for general education classes, (b) there is a monetary incentive not to reclassify students since emergent bilingual students receive additional funds, (c) there is administrative slippage in which the appropriate steps are not completed for student reclassification and (d) there is little motivation to reclassify students in elementary school because only rarely does it result in changes in classroom or instructional placement. (p. 28)

Also, in many cases, the student's language proficiency needs to be assessed promptly. In other words, progress monitoring for language development should be done throughout the year to inform instruction. However, teachers often only assess students once it is time for the student to take the state standard English language assessment. The push for English-only instruction to

prepare for the state English language assessment is detrimental to their overall academic success.

Similarly, Estrada's (2014) longitudinal study in an urban school district in California found that the staff reported the following as impediments to meeting the reclassification criterion in elementary school:

• Insufficient dedicated, quality English language development (ELD) instruction that develops academic language and prepares students for the California English Development Test (CELDT) formats, skills, and performance requirements.

• Insufficient teacher knowledge of CELDT question formats, skills, and performance requirements.

• Teachers view CELDT as low stakes versus the California Standardized Test (CST), which is high stakes.

• CELDT's questionable validity due to (a) lack of alignment with ELD standards; (b) timing of its administration after the summer gap with insufficient time for academic learning; (c) poor testing conditions such as individual testing within a classroom setting and group testing in unfamiliar settings with unfamiliar teachers; and (d) repeated annual administration that students find demeaning, leading them to "blow off" the test. (p. 6)

These findings primarily focus on student English proficiency outcomes, and deficit views point to the need for remediation of emergent bilingual students. Teachers view high stakes testing and time for academic learning in English as priorities. Also, students' feelings about taking the CELDT as demeaning speaks to lowering their status within the community; consequently, students feel unvalued based on their community linguistic practices (Flores & Rosa, 2015). The study's limitations are that it did not include the type of bilingual program.

Understanding the type of bilingual program provides essential information about the growth and development of English proficiency.

The literature asserts that given the timeframe which emergent bilingual students must reclassify; districts must begin to monitor elementary students who are struggling to reclassifying. There is minimal incentive to hold school administrators accountable for English language progress monitoring at the PreK-2 elementary level as these are not testing grades (August & Shanahan, 2006; Conger, 2010; Greenberg Motamedi, 2015; Hopkins et al., 2013; Thompson, 2012, 2017; Umansky & Reardon, 2014). These findings reveal the importance of monitoring English language development for reclassification, but an extension to the research to acknowledge a deeper issue with language ideologies that may interfere with how these students are monitored for English language development is necessary.

The body of research on reclassification has helped us to understand how emergent bilingual students must meet English proficiency standards, and the longer students take to reclassify as they enter middle and high school, the more the need for remediation courses becomes a priority. This delay in reclassification leaves elementary dual language teachers to balance the pressures to reclassify their emergent bilingual students while simultaneously developing bilingualism and biculturalism. As teachers' perceptions, beliefs, and values play an essential role in the decision to reclassify a student, it is crucial to understand their language ideologies to explore possible influences on reclassification.

Academic Language for Who?

Academic language is widely used in the educational system to reclassify emergent bilingual students and accountability measures for federal and state-mandated assessments. The terms "standard English" and "academic language" must be conceptualized in terms of racialized

ideologies of white listening and speaking subjects (Flores, 2019). Sociolinguistic ideologies link the white speaking and listening subject to monoglot language ideologies (Flores, 2019), which normalizes monolingualism to which all students should aspire. For example, emergent bilingual students are stigmatized based on their accents, even though everyone carries an accent. A white student is praised for learning to speak Spanish even though it is spoken with a heavy English accent. In contrast, an emergent bilingual student is criticized for speaking English with a Spanish accent. Equally important is developing ways to assess language practices, including appropriateness (Flores & Rosa, 2015) based on speakers' racial positions and the extent to which they approximate or correspond to standard forms. Understanding language practices with the lens of appropriate standard forms of English is important as teachers may make comparisons between the emergent bilingual student and the monolingual student in a DLBE program, and their assessment may impact the reclassification of emergent bilingual students.

DLBE programs often carve out a specific time in the daily academic schedule for academic language learning in English and Spanish. Creating this time and space within the daily schedule is to remediate the language needs for academic success. This assumption that minority students lack the standard English language comes from a more prominent sociopolitical factor that must be addressed. The research that conceptualized academic language within the discussion of racializing emergent bilingual students "typically frames academic language as a list of empirical linguistic practices that are dichotomous with non-academic language" (Flores, 2020, p. 23). U.S. communities of predominantly low-income Back and Latinos are faced with systematic discrepancies between what is perceived as a student's vast linguistic repertoire and the classification as deficit language users in need of remediation (Flores, 2022). Flores

questions the community that determines the language use that is valued within academia. He counters this premise of academic language with academic architecture.

Research supports a shift in the focus on getting non-white students to speak and write like middle-class white students to achieve equity and access by centering community language practices in academic learning (Flores, 2020; Flores & Rosa, 2015; Paris & Alim, 2014). Flores asserts that language architecture is a way to reframe academic language and change the way educators view the linguistic practices of emergent bilingual students as "already understanding the relationship between language choice and meaning through the knowledge that they have gained through socialization into the cultural and linguistic practices of their communities" (p. 25).

For example, his study found that elementary school emergent bilingual students use language variation to describe the differences between the word meanings pragmatics, all within the context of their community of practice. These are examples of ways that emergent bilingual students who have experienced language architecture while growing up in bilingual communities provide them with unique background knowledge equal to academic tasks (Flores, 2020; Paris & Alim, 2014).

Every community of practices has content-specific vocabulary and complex sentence structures (Flores, 2020). This dichotomous framing of academic language places teachers in a contentious position to decide what language practices are appropriate for learning content that is entirely dichotomous to the emergent bilingual student's non-academic language practices. For example, Henderson's (2020) study found that dual language teachers are faced with teaching test-taking strategies for a few months in the spring semester in preparation for the state-mandated test, STAAR. Explicit instruction and time are dedicated to teaching academic

language, such as test question types and testing strategies, leaving minimal time for emergent bilingual students to engage in bilingual practices. Students with a shared community background were separated by their level of academic language practices, marginalizing a group of students (Henderson, 2019). Accountability for school districts to produce high student achievement in state assessments and pressure for short-term success override the purpose of dual language bilingual education.

In sum, this research is fundamental to my study in that academic language is viewed by educators as the golden ticket for emergent bilingual students to reach English proficiency and reclassification. Suppose these students learn content-specific vocabulary and complex sentence structures in English necessary to pass state standard assessments, such as TELPAS and STAAR. In that case, they have crossed the threshold of academic success, but for whom? Flores and Rosa state, "Academic language is not a list of empirical linguistic practices but rather a raciolinguistic ideology that frames the home language practices of racialized communities as inherently deficient" (p.24). Understanding the teacher's language ideologies around how emergent bilingual students learn and use academic language in the classroom is essential for reclassifying emergent bilingual students. For many dual language teachers in school districts along the border, their first language is Spanish—the beliefs about how they experienced linguistic development in English in school help them understand linguistic ideologies.

Summary

Research has shown that the longer it takes for emergent bilingual students to reclassify, the more likely they will become long-term English language learners, have trouble, and take longer to graduate. (Callahan, 2013; Halle et al., 2012; Greenberg Motamedi, 2015). The research continues to show how Dual-language bilingual education programs are the most

effective additive models for school achievement for emergent bilinguals. However, learning academic English is still a priority for emergent bilingual students participating in these programs in preparation for meeting reclassification criteria. More time spent developing academic English, grammar, content-specific vocabulary, and complex sentence structures creates inequities in DLBE programs and places teachers in a compromising position. Little is known about how the dual language teacher's language ideologies contribute to the reclassification (Greenberg Motamedi, 2015). Teachers must navigate the events contributing to the reclassification process and the state-mandated criterion necessary for emergent bilingual students to reclassify. Therefore, it is essential to understand the dual language teacher's beliefs on bilingualism, biliteracy, and multicultural competency to ensure that more emergent bilingual students achieve reclassification without the expense of their education.

First, we must understand the language ideologies of the dual language teacher in DLBE. I draw on language ideology to make sense of the complex ideological contexts in which learning occurs (Flores & Rose, 2015). The hope is that by unearthing the ideologies of the two-way simultaneous biliteracy DLBE classroom, we begin a discussion about how to support teachers as they strive to develop their students' linguistic repertoires and optimize their academic achievement. Conversations around teacher agency in policy enactment must emphasize critical conversations around language to avoid reinforcing hegemonic ideologies, policies, and practices (Palmer & Martinez, 2014). Teachers must identify and name distinct language ideologies and understand how those often-unquestioned beliefs can limit their or their students' access to conceptual learning. If DLBE teachers can call and understand their own and others' hegemonic language ideologies with critical consciousness, they will be more equipped to disrupt them.

CHAPTER 3: METHODS

This case study employed an interview-based qualitative research approach (Merriam & Tisdell, 2016). A qualitative case study and data analysis approach seeks to understand how participants interpret and make meaning of their lived experiences (Stake, 2017; Tight, 2017). The case study design also informed my use of multiple data sources for triangulation to understand language practices in the dual language classroom as the teacher monitors and assesses the emergent bilingual students' English language proficiency (Merriam & Tisdell, 2016; Stake, 1995; Tight, 2017). Therefore, this approach was best for this study since it sought to explore 3rd and 4th-grade dual language teachers' language ideologies relating to the reclassification of emergent bilingual students on one campus.

Restatement of the Purpose of the Study

The purpose of the study was to examine and understand the interrelatedness in top-down state-mandated reclassification requirements as it relates to language ideologies of dual language bilingual education teachers concerning English proficiency and the reclassification of their emergent bilingual students in their two-way 50/50 simultaneous biliteracy Dual language bilingual education (DLBE) classrooms in a Texas borderland district.

Restatement of the Research Question

The following research question guided the study:

What are dual language teachers' language ideologies and how do these ideologies play into the reclassification process of emergent bilingual students?

Setting

The study was at an Elementary School in a district along the U.S./ Mexico border. DLBE has been the campus focus since 1997. This school provides the community with a

kindergarten through fifth grade two-way 50/50 simultaneous biliteracy DLBE program using a one-teacher self-contained model. This means that these teachers are responsible for delivering the curriculum through both languages, 50% in English and 50% in Spanish. Half of the day is taught in one language then transitioned to the other language for the remainder of the day. The next day begins with the same language of instruction from the previous afternoon. Each subject is taught in one language every other day and the lessons do not repeat. Table 2 provides an example of the language lesson schedule.

Table 2

DLBE Language Lesson Schedule Sample

Day	Morning	Afternoon
Day 1	English (ELAR, Math)	Spanish (Science, Social Studies)
Day 2	Spanish (SLAR, Math)	English (Science, Social Studies)
Day 3	English (ELAR, Math)	Spanish (Science, Social Studies)
Day 4	Spanish (SLAR, Math)	English (Science, Social Studies)

Teachers are provided extensive support in professional development and training in culturally relevant pedagogy and are coached by professionals in dual language bilingual education. The school has been and continues to be used as a training site for teachers, principals, and other administrators.

The campus was the recipient of a unique federal grant from the United States Department of Education, whose purpose was to identify and address inequities in access to a gifted and talented curriculum for emergent bilingual students. As a result, this campus offers two strands of DLBE: one for identified gifted and talented (GT) students and one for students not identified as gifted and talented and emergent bilingual students participate in both strands.

This is considered a magnet program district-wide, and the campus became the training ground for the rest of the district for all stakeholders.

The difference between GT curriculum and the non-GT curriculum is that GT offers an accelerated curriculum with a focus on advanced coursework to enrich the student's learning. In contrast, the general education courses serve a broader range of students. Students participating in GT services demonstrate self-directed learning, thinking, research, and communication skills through a project-based curriculum reflecting individuality and creativity. What differentiates the dual language GT program from regular GT is that it also increases the cognitive load of the emergent bilingual because they are learning a new language.

Recruitment of Participants

I recruited four teachers for my case study. As Creswell (2014) suggests four to five teacher cases for a case research study should provide ample opportunity to identify themes and conduct cross-case theme analysis. The participants were selected based on the criteria that best fit the study's focus (Creswell, 2014). Creswell (2014) suggests selecting unique cases in collective case studies and employing maximum variation as a sampling strategy to represent diverse cases and fully describe multiple perspectives about each of the cases. The study takes place in a school district on the U.S./Mexico border to provide context to the research site and the participants. This information is essential since all the teachers are from Mexico and work in a binational context. Their experience in crossing the border to teach in a DLBE program provides the context for the focus of this study. Although they may have similar backgrounds, their varying experiences crossing the border and teaching in a DLBE program are evident.

For this study an invitation was sent to all teachers to see if they would be interested in participating (see Appendix F). The four teachers included in the study responded to the

invitation and volunteered to participate in the study. I then met with them individually to inform them of the scope and sequence of the study and their role in the research. At this point, I had them sign the consent form and each participant was given a gift card of $50 dollars for their time and participation.

The participants included four bilingual certified DLBE teachers: three third and one fourth grade in two-way 50/50 simultaneous biliteracy one-teacher model DLBE classrooms. In a one-teacher model, monolingual English-speaking and emergent bilingual students are placed with certified bilingual teachers in a self-contained classroom. All teachers self-identified as certified bilingual teachers. The Texas Education Agency (TEA) requires teachers serving emergent bilingual students in bilingual/ESL programs to be appropriately bilingual certified (TEA, 2024). A pseudonym has been assigned to each participant to maintain confidentiality. They each selected their anonymous name. Table 3 provides participant background information.

Table 3

Key Background Participant Information and Their Student Demographics

Teacher	Ethnicity	Hometown	Languages Spoken	Years of Experience in DLBE	Grade GT/non-GT	Number of Emergent Bilingual Students	Number of Monolingual Students
Zara	Hispanic	Juarez	English Spanish	16 years	3rd grade GT	3	13
Reneé	Hispanic	Mexico City	English Spanish French English	15 years	3rd grade GT 3rd	5	13
Alejandra	Hispanic	Juarez	Spanish	4 years	grade GT	6	11
Paula	Hispanic	Juarez	English Spanish	10 years	4th grade non-GT	14	2

Participants

Participant 1: Paula (DLBE Teacher)

Paula has been a dual language teacher for ten years in a non-GT DLBE program at this campus. She was first placed in an English monolingual third-grade classroom and was moved to a third-grade dual language classroom a year later. After three years, she was moved to fourth-grade dual language because the principal noticed her strength in teaching writing. She has been in this grade level for eight years. At the time of this study, she had 14 emergent bilingual and 2 monolingual[2] students in her classroom.

Participant 2: Alejandra (DLBE Teacher)

Alejandra has taught third grade in the gifted and talented DLBE program for four years. At the time of this study, she had six emergent bilingual and 11 monolingual students in her classroom. She currently lives in Juárez, Mexico, and commutes across the border every day to the U.S., where she teaches in the DLBE program.

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[2] When English speaking students enter the program, they are monolingual; by 3rd grade or 4th and 5th grade, they have progressed in their bilingualism. For distinguishing between these two student groups, we will refer to emergent bilingual or monolingual English-speaking students.

Participant 3: Zara (DLBE Teacher)

Zara has been teaching in a dual language program for 16 years. At the time of this study, she had three emergent bilingual and 13 monolingual students in her third-grade class. She also teaches in a dual language gifted and talented program.

Participant 4: Reneé (DLBE Teacher)

During the study, Reneé had five emergent bilingual and 13 monolingual students in her class. She has been teaching in a dual language classroom for 15 years. She began teaching in a

neighboring school district and transferred to this campus to teach in a 50/50 simultaneous biliteracy DLBE GT program.

Data Collection

The research question for my study guides my research design, data collection, and analysis. The literature review and theoretical lenses inform my research in understanding teacher language ideologies concerning the reclassification of emergent bilingual students. I explain how I used my interviews, observations, and artifacts to guide my data collection and final analysis. Next, I describe my interviews and observations as my methodology and explain why these methodologies are best suited for the focus of my research.

To answer the research question, I used one-on-one interviews as the primary data collection method (Merriam & Tisdell, 2016). I conducted two 45–60-minute in-person interviews. Interviewing all participants aided me in considering how each participant, with their differing yet interrelated roles, uses and defines reflective practices in the context of language ideologies as they relate to the reclassification process. Individual interviews allowed me to better understand each of the participant's language ideologies through their lived experiences in and out of the context of DLBE and reclassification (Merriam & Tisdell, 2016; Seidman, 2013).

I also conducted two 45–60-minute classroom observations for each participant. One in English and the other in Spanish to capture a better picture of language practices in language in instruction. These observations allowed me to understand how teacher language ideologies may impact how emergent bilingual students are evaluated for English language proficiency in the DLBE classroom. I also collected photos of anchor charts and student work as evidence of biliteracy instruction and DLBE pedagogical strategies.

This case study, which included the four participants, eight hours of interviews, eight hours of observations and artifacts captured the understanding of teacher's language ideologies concerning reclassification at this campus. Although small in scale, the teachers provided in depth responses that reflected their thoughts and perceptions (Tight, 2017). The observations were purposefully scheduled after all end of year testing to alleviate any distractions and stressors and teachers could reflect on the entire year of instruction. This case study will yield vital insights from the participants on this campus that a larger-scale study could leverage for further exploration on reclassification and DLBE programs (Tight, 2017). To enhance the trustworthiness of the data, member checking was conducted. I ensured accuracy by providing each participant with the full transcriptions of the interview data, allowing them to provide feedback on their responses to the interview questions (Merriam & Tisdell, 2016; Tight, 2017).

To maintain the confidentiality of all consenting participants, only I had access to the collected data. Interview recordings, observation notes, and photos were stored securely, and password protected, only accessible to me on cloud-based servers, including Google Drive, Microsoft OneDrive, and iCloud. Pseudonyms for participants and the campus involved in this case are used on all data. Next, I will provide a rationale for each data resources and how it addressed my research question.

Relationship Between Data Resources and Research Question

In Table 4, I present how each data source provided me with the lens to understand and observe how dual language teacher's language ideologies, perceptions, and conceptualizations about languages, speakers, and discursive practices may impact reclassification, bilingualism, and biliteracy (De Jong, 2013; Silverstein, 1979) to answer the research question.

Table 4

Relationship Between Data Sources and Resource Questions

Relationship Between Data Sources and Resource Questions

Data Source	Relationship to the research question
	What are dual language teachers' language ideologies and how do these ideologies play into the reclassification process of emergent bilingual students?
Interviews	• Develop an understanding of each teacher's language ideologies, their perspective on the reclassification process, and how the district and campus administration support them.
Observations	• Observe how language is used in the 50/50 simultaneous dual language classroom and the alignment to the 50/50 DLBE recommendations. • Explore how the teacher's language ideologies impact their teaching practices about emergent bilingual students learning in English.
Artifacts	• Identify modes of language practices through student work and tools that the teacher uses to support second language acquisition for emergent bilingual students.

Interviews

The one-to-one interview process provided a purposeful conversation between the teacher and me to obtain information about their lived experiences, thoughts, and perceptions (Merriam

& Tisdell, 2016; Seidman, 2013). Merriam and Tisdell (2016) explain that it is important to ask questions that are directly related to the focus of the study, and asking follow-up questions concerning how they felt about a particular experience will elicit more critical information that is more effective for the case study. The interviews were critical for this case study research design; as Creswell (2014) explains, it allows a more in-depth picture of the case. My interest in learning from interviews was to understand the similarities and differences in their lived experiences in learning a second language and their language ideologies concerning reclassification (Martínez et al., 2015; 2016; García & Wei, 2014; Seidman, 2013). These interests informed my initial decision to interview teachers who had four or more years in a DLBE program to provide insight based on their experience.

The following is a list of interview questions I asked of each participant. The first set of questions was designed to gather background information on the teacher's beliefs and experience with language learning, dual language teaching, and language ideologies in second language instruction. The second set of questions was designed to gather information regarding the teacher's viewpoints and understanding of the district, campus, and classroom reclassification process. These questions draw on the reclassification process's teaching, monitoring, and evaluation aspects. Also, the last question required the teacher to describe a case in which she recommended a student for reclassification and a student whom she did not recommend for reclassification and why.

Interview #1 Protocols

Teacher Personal and Linguistic Histories

- What language do you speak, and how did you learn to speak, read, and write in those languages?

- Where were you raised, what languages were spoken in your home, and by whom?

- Did you participate in a bilingual program?

- If so, what type of program was it, and what was your experience participating in that program?

- What was your experience in learning to be proficient in English? (If you were an emergent bilingual student)

- Why did you decide to become a dual language teacher?

- How many years of experience teaching in a dual language program model do you have? (Less than 3, 3-6, greater than 6)

- How do you explain the dual language model in which you teach?

Language Ideologies

- What were your experiences in learning a second language?

- Has second language learning changed since then?

- What are your ideas and perceptions around translanguaging?

- What does explicit second language acquisition instruction look like in your classroom?

- How do you ensure that second language acquisition instruction targets and focuses on student needs and current language levels within the dual language program? Can you give me a specific example?

- How is your campus's second language acquisition progress measured and monitored?

- Describe the culture of second language acquisition on your campus. How do you develop and promote a culture of second language acquisition?

- Are there times when you and your students use both languages for conceptual understanding, for example, in group discussions or partner conversations? Give me an example.

- How can campus administration support the culture and instruction in your classroom?

Interview #2 Protocols

Teacher's Understanding of Reclassification

District Level

- What is your understanding of the reclassification process at the district level? For example, are there specific requirements that you, as teacher, must fulfill?

- How does the district support you in this process? For example, does the district provide professional development in student data analysis (TELPAS, STARR), and tracking students' progress in English language development (ELPS)?

- What professional development or training does the district provide for the next steps in academic English development in the classroom?

Campus Level

- What is your understanding of the reclassification process at the campus level? For example, are there specific requirements that you, as teacher, must fulfill?

- How does the campus administration support you in this process? For example, does the campus administration provide professional development in student data analysis (TELPAS, STARR) and tracking students' English language development (ELPS) progress?

- What professional development or training does the campus administration provide for the next steps in academic English development in the classroom?

- What is required for student preparation for TELPAS at the campus level? For example, does your campus provide a program for English language development specifically aligned to TELPAS?

Classroom Level

- What is your view and understanding of the reclassification process as you teach, monitor, and evaluate students for English language development?

- How is time divided into Spanish and English language development in relation to preparing your students for TELPAS and STAAR?

- Do you think your time spent on English language concerning reclassification, interferes in time spent to develop bilingualism and biculturalism in your classroom?

- How do you monitor student English development for reclassification?

- How do decide what language the student will take the STAAR?

- When evaluating English language proficiency, what criteria do you use, and is it equitable across emergent bilingual and monolingual students?

- How do you decide that the student will or will not need accommodations?

- What linguistic skills do you consider when completing the teacher rubric for recommending the reclassification of a student (see Appendix D)?

- Give me an example of a student that could reclassify and one that did not reclassify. Tell me why you recommended one student reclassify and why you did not recommend another student to reclassify based on the teacher reclassification document that is submitted to the LPAC committee on an annual basis.
What language development data did you use to justify your decision to reclassify or not reclassify?

Classroom Observations

I conducted eight 45–60-minute classroom observations to explore language ideologies and practices naturally occurring in a DLBE classroom. Observations allowed me to encounter

the phenomenon of language ideologies in DLBE, where I, as an outside observer, could take note of linguistic practices in the classroom based on their lived experiences (Merriam & Tisdell, 2016). Creswell (2014) explains that observations address issues with deception of the people being interviewed and impression management. Observing the teachers during instruction allowed me to explore how their teaching practices reflected their beliefs and perspectives that were voiced during the interviews.

I conducted classroom observations in two contexts presented in this case: a one-hour lesson in Spanish and one in English. I wanted to understand better understand how the student and teacher constructed and engaged in different language practices in DLBE concerning the reclassification process (Stake, 1995). My theoretical framework of language ideology (Silverstein, 1979) in DLBE (Martínez et al., 2015; García & Wei, 2014) informed my observational protocol (See Appendix E), which aided me in identifying instructional strategies, progress monitoring, time spent on language of instruction and assessment practices for English language proficiency.

Artifacts

Student artifacts such as student biliteracy work in the classroom and anchor charts were collected for relevance to teacher language ideologies that I could not observe (Stake, 1995). I used these student artifacts to stimulate the teacher's discussion on their views on English language development and their decision to recommend reclassifying or not reclassifying a student.

Data Analysis Plan

Data analysis was based on open coding to identify initial codes. Focused coding was used to analyze further and theorize the codes to generate categories and themes. The combined

sources of interviews, classroom observations, and artifacts provided the opportunity for a more complex exploration of the language ideologies of dual language teachers as they relate to the reclassification of emergent bilingual students. Interviews and field notes were transcribed using transcription software to explore the data.

Recursively, content analysis of all data sources occurred throughout the data collection process, resulting in reflective, analytic memos to inform future data collection and the write-up of findings (Creswell, 2013). As a dual language teacher and instructional specialist, I drew upon my embodied experiences and ability to understand the nuances of these tensions that dual language teachers experience as they navigate the reclassification process. All data was read (and recordings listened to) several times to establish preliminary themes or patterns to organize the data (Delamont, 2016).

Open and Focused Coding

Analysis began with open coding of each type of data source (field notes, transcribed and recorded interviews, and observations) to identify primary codes related to the guiding research questions of this study. The research question was designed to explore the understanding of dual language teachers regarding language ideologies and the reclassification process (Merriam & Tisdell, 2016; Saldaña, 2021). The following approach and coding methods were used to find common themes. The hybrid approach allowed me to utilize a combination of coding methods to adapt to the unique needs and disciplinary concerns of my study (Saldaña, 2021). In the hybrid approach I used a deductive method to harmonize with my study's conceptual framework, and research goals and inductive methods to capture the authentic data from the transcriptions. I began with a set of big idea codes (deductive) based on the interview questions and then added new codes based on the participant's answers (inductive) (Saldaña, 2021).

In vivo-coding, I used the participant's own words as a code, such as direct quotes that are in Spanish, rather than interpretations of the data. I wanted to stay as close to the participants' own culture, thoughts, and beliefs instead of making inferences.

Value coding was used to provide insight into the participant's values, attitudes, and beliefs about language and the reclassification process. Phrases like I feel…., I think…., I believe…. were coded. For example, Zara states, "My experience with English was very difficult. I understand where my people from Juarez, my students from Juárez, are coming from" (Zara Transcription 1, Pos. 2). I looked for their interpersonal experiences and actions related to classroom language practices, assessing the emergent bilingual student's English proficiency and reclassification process.

I then categorized the codes to find common themes. I drew meaning from the data and began writing my narrative of the findings based on the aim of my research, the research question, observations, and my analysis method. These codes were used to conduct a subsequent round of more focused coding, resulting in overarching themes presented in all data sources, which helped to refine and explain the findings (Merriam & Tisdell, 2016; Saldaña, 2021). I used creative coding in MAXQDA (2022) to reorganize the codes under each theme.

Figure 1
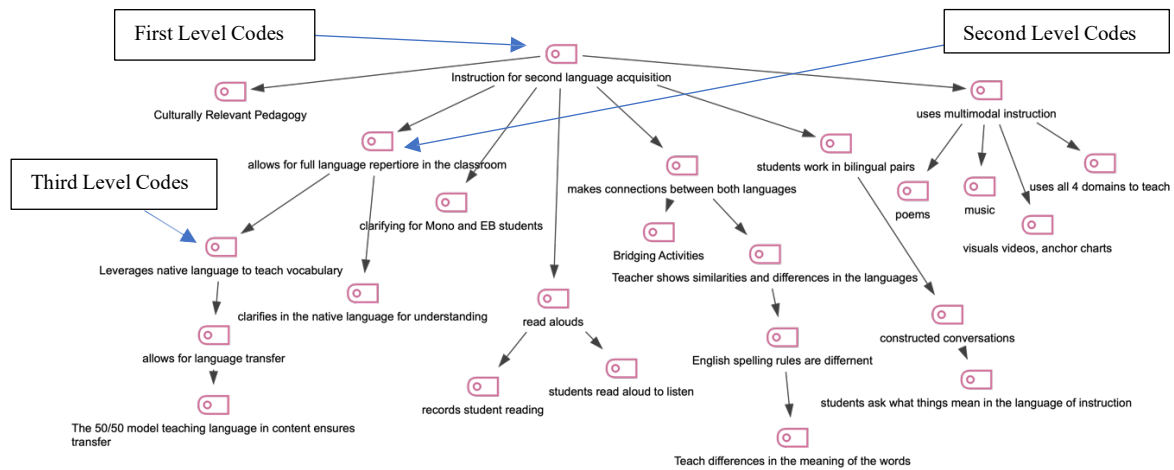
Coding System: Transformative Pedagogy

I will explain how I developed the themes (see Appendix F). In developing

Transformational Pedagogies, I studied the selected codes from the color-coded sections in

MAXQDA for commonalities in the **first-level code**, instruction for second language

acquisition. I began to organize the **second-level codes** that had evidence of teachers' linguistic

practices and pedagogical transformation. I categorized them into the following second level

coding categories: culturally relevant pedagogy, allows for full language repertoire in the

classroom, students working in bilingual pairs, making connections between both languages, and

using multimodal instruction. I organized codes in the **third-level** that revealed further evidence

under each second-level coding.

The example below demonstrates the level process. Under the **first-level** titled,

Instruction for second language acquisition. The **second- level**, *allows for full language*

repertoire in the classroom. The **third-level** is titled *Clarifies in the native language.* I chose this

code for this theme because the quote from the coded segment shows how Paula has transformed

traditional language practices in DLBE, such as the strict separation of languages, towards being

more flexible with language when her students need clarification.

My new student may ask me how to say "perro" in English. I cannot tell him that he

cannot speak Spanish, and that I cannot translate it for him. How can I say that to him? I

use Spanish, and sometimes I switch to English (Paula Transcription 1, Pos. 22)

In the **second-level code**, *culturally relevant pedagogy*, I found that Paula used visuals with

Latino children and their families for her students to draw on their experiences for a writing

activity. This was evidence that she was making the effort to incorporated culturally relevant

materials for her emergent bilingual students.

In the **second-level code**, *students work in bilingual pairs*, teachers spoke about how

their students worked together to help each other (third level code) understand the content in

their native language and engaged in (third level code) constructive conversations using new

vocabulary.

Also, in the **second-level code,** *makes connections between both languages,* teachers and

students engaged in creating cognate anchor charts, and (third level code) bridging activities to

make connections between the two languages. Finally, in the **second level code**, *uses multimodal*

instruction, teachers used (third level codes) visuals, audio recordings, music, and poems to

support English language development. Next, I will discuss how I developed the overarching

themes of my findings (Other coding systems are available in Appendix F).

Theme Development

The interview transcripts, artifacts, and observation notes were separately and jointly

reviewed. However, what stood out during the interviews was how their personal voice emerged

as they responded to questions that probed what they think and feel about teaching and

evaluating emergent bilingual students for English language proficiency and the reclassification

process. It was their voice in which these five themes emerged.

As I began writing about the *personal experiences* of each of the teachers, I discovered the similarities of trauma that they experienced as they crossed the border to live and work as DLBE teachers in the U.S. This led me to the theme, *ethics of care*. The teachers expressed an understanding of what their emergent bilingual students were going through in learning a second language. These two themes provided a foundation of their language ideology that was threaded throughout Chapter 4. My theoretical framework of language ideology (Silverstein, 1979) in DLBE (Martínez et, al., 2015; García & Wei, 2014) informed the development of the themes.

The next set of coding highlighted the instruction used to support the bilingual, biliterate and bicultural development of emergent bilingual students. I began to see a common theme of transformation from the traditional goal of the DLBE in strict separation of languages towards more flexible language practices. The research on Translanguaging informed the development of this theme (Babino & Stewart, 2018; Beeman & Urow, 2013; Cummins, 2003; Garcia & Wei, 2014; Palmer, 2013; Palmer & Henderson, 2020), which proposes a more flexible use of language in the classroom that will capture diverse language practices that are heteroglossic in nature.

The following theme, *tensions and contradictions caused by the goals of dual language programs and reclassification*, was developed as the teachers voiced their perceptions, concerns, and struggles in navigating DLBE goals and reclassifying emergent bilingual students. Lack of training, resources, and inequities in the reclassification process emerged. The research on how inequities stem from time spent preparing students for standardized testing in their stronger language (English or Spanish) and abandoning rich bilingual goals (Henderson, 2020; Cervantes-Soon, 2017) informed how I organized the phrases and words of the teachers in this theme.

Next, the theme, *inconsistencies, and lack of training in district reclassification policies* arose as I began to see how the teachers struggled to make decisions in the reclassification process for their emergent bilingual students. The teachers' words and phrases had a common theme of the need for more guidance and understanding of the reclassification process at the district level. The research that informed the development of this theme explains that there is minimal incentive to hold school administrators accountable for English language progress monitoring at the PreK-2 elementary level as these are not testing grades (August & Shanahan, 2006; Conger, 2010; Greenberg Motamedi, 2015; Hopkins et al., 2013; Thompson, 2012, 2017; Umansky & Reardon, 2014). These research findings provide guidance on the importance of monitoring English language development for reclassification.

The final theme was *traumatic healing*. This theme was unexpected and developed based on what the teachers shared. The research from Dorner, Palmer, Cervantes-Soon, Heiman, and Crawford (2022) informed my theme development. Critical consciousness requires engaging in praxis and the process of inquiry that involves 1) critical reflection and analysis generated by questioning myths and recognizing the systems that structure inequities, 2) recognizing our agency, including our role in perpetuating systems of oppression and our potential to disrupt them, and 3) critical action for social transformation, both individual and collective (Heiman et al., 2024).

Through this study's interview process, the teachers engaged in critical reflection and analysis and began to identify their role is perpetuates the systems of oppression. They expressed gratitude for the time to reflect on their practice which informed how they made linguistic decisions in the classroom and recommendations for reclassification. I will further discuss the findings in each theme in Chapter 4. Following is a discussion of my motivations for this study.

Personal and Autobiographical Motivations

My perception and experiences as a bilingual teacher and administrator for 16 years have placed reflexivity at the forefront of the research process. I have the privilege of sharing similar experiences with the individuals I interviewed. For many years, I needed to understand the reclassification process and linguistic trajectory of emergent bilingual students or teachers as they were faced with meeting reclassification criteria. As an elementary dual language bilingual education teacher, I assumed that my students would eventually become proficient in English and succeed in the general monolingual classes.

Working as an Academic Language Program instructional specialist at a Texas school district, I learned that teachers struggled to navigate districtwide academic instructional decisions that did not meet the specific needs of the emergent bilingual student. The district administration's aspiration to encourage emergent bilingual students to reclassify did not result in an increase in the actual numbers of students reclassifying. This discrepancy prompted me to question the reasons behind it.

As I provided guidance to teachers in tracking their emergent bilingual's progress in English proficiency, I realized their concerns. Dual language teachers are placed in compromising positions. They had navigated their focus towards academic language development in English versus fidelity to the DLBE program. I was faced with opposition when I advocated the need for clarity in the expectations for implementing the recommendations of DLBE and the reclassification process. The message from the district administration asserted the need for teacher reclassification awareness. This message prioritized the reclassification of emergent bilingual students over the alignment of the DLBE and reclassification goals. The focus was to increase the district state rating. This experience initiated my research question and understand

dual language teacher language ideologies concerning the reclassification of emergent bilingual students in a DLBE program.

Summary

This chapter presented the plan of action for conducting the study and the specific approach to conducting the study. It included the purpose of the study, the research question, the setting, participants, data collection, interview protocols, the data analysis plan, personal and autobiographical motivation, and this summary. The next chapter will present the data analysis and findings.

CHAPTER 4: FINDINGS

This chapter contains the findings of the qualitative case study conducted to answer the research question:

What are dual language teachers' language ideologies, and how do these ideologies impact the reclassification process of emergent bilingual students?

Data Collection and Themes

Data collected for the study were subjected to a case study methodology analysis to ascertain how the data ties back to the research question. The case study included four participants who were DLBE teachers. The chapter consists of an analysis of three sources of data: (a) semi-structured interview responses, (b) artifacts collected, and (c) my classroom observation notes. There were three levels of analysis: (a) open coding, (b) vivo coding, and (c) value coding. At each level of analysis, constant comparison was used to distill the data further until themes emerged from the data. The chapter references artifacts and vignettes from the four participant semi-structured interviews and classroom observation notes used to identify emergent and key themes. The chapter is organized into three sections: (a) coding, (b) key themes, and (d) chapter summary.

Verbatim transcripts of the four interviews were created utilizing Express Scribe Transcription software. The categories of interview questions were structured to show the reclassification policies set forth by the district, campus, and the impact these policies have in the classroom. I wanted the teachers to think about what is required of them at the district and campus level for the reclassification process and how those requirements impact the decisions they make in instruction and evaluating English acquisition in the DLBE classroom. Through these categories of questioning, I sought to understand if their beliefs and perceptions, based on

their own experiences in learning a second language, has affected the way they progress,

monitor, and evaluate for English language proficiency.

The transcripts were then uploaded into the MAXQDA 2022 software, which was used to

code, organize, and analyze the interview transcripts. I drew on both deductive and inductive

strategies using the hybrid approach by beginning with a set of big idea codes (deductive) based

on the interview questions. Then I added new sub codes based on the participant's answers

(inductive). The hybrid approach allowed me to utilize a combination of coding methods to adapt

to the unique needs and disciplinary concerns of my study (Saldaña, 2021). In the hybrid

approach I used a deductive method to harmonize with my study's conceptual framework, and

research goals and inductive methods to capture the authentic data from the transcriptions. I

began with a set of big idea codes (deductive) based on the interview questions and then added

new codes based on the participant's answers (inductive) (Saldaña, 2021). I used the following

coding methods:

> *In vivo-coding*- I used the participant's own words as a code, such as direct quotes in
>
> Spanish, rather than interpretations of the data. Instead of making inferences, I wanted to
>
> stay close to the participants' culture, thoughts, and beliefs.
>
> *Value coding*- I also used value coding to provide insight into the participant's values,
>
> attitudes, and beliefs about language and the reclassification process. Words like I
>
> feel…., I think…., I believe…. are coded. I looked for interpersonal experiences and
>
> actions related to classroom language practices, assessing the emergent bilingual student's
>
> English proficiency and reclassification process (Saldaña, 2013).

I then categorized the codes to find common themes. I drew meaning from the data and began writing my narrative of the findings based on the aim of my research, the research question, and my analysis method.

I was cautious not to focus the data on what I wanted to see and relied solely on the teacher's words. I color-coded the participant's responses, statements, and beliefs within the big idea codes. I went line by line, looking for words and statements that stood out. This process was tedious, but it familiarized me with the teacher's transcripts (Saldaña, 2013).

I then used the smart coding tool in MAXQDA (2022) to view the list of coded segments, the code titles, and the transcript from which they came. From here, I saw common statements from teachers within the segments. I decided to use the creative coding tool to reorganize code segments to find common themes that arose from the individual participants' responses. This creative coding tool produced coding systems for each theme. I reviewed and studied the coded systems, and this provided more depth and meaning from the data and began writing my narrative of the findings based on the aim of my research, the research question, and my analysis method. In the interpretation of the data gathered, the observation protocol template I created focused on language practices in the classroom.

Through the observations, I wanted to capture what the teachers shared in the interviews concerning strategies for teaching second language acquisition, how emergent bilingual students use English and Spanish, and how the teacher ideologies and praxis are reflected. I compared the teacher's responses to the interview questions to what I observed in the classroom. I wanted to see if the language practices aligned with the language ideologies of the four teachers. These observational field notes were coded based on the criteria of the protocol. Common practices among the teachers were found. This coding process led me to the following findings.

The data demonstrate that all participants follow state, district, and campus expectations and guidelines in the reclassification process. They understand the requirements for reclassification and that emergent bilingual students must show proficiency in English according to state and federal guidelines. Their understanding of reclassification was consistent. As bilingual teachers, they are doing what they asked to do to meet the requirements of the state, district, and campus administration regarding the reclassification process. However, the teachers do not feel they are doing what they need to do for their emergent bilingual students in the reclassification process.

The interview transcripts, artifacts, and observation notes were reviewed and analyzed separately and jointly for patterns of themes. The interviews provided personal perspectives of their experiences as they responded to questions that probed what they thought and felt about teaching and evaluating emergent bilingual students for English language proficiency and the reclassification process. Five themes emerged after all data collected from interviews, artifacts, and observation notes were reviewed and analyzed: (a) personal experiences and linguistic trauma on the border, (b) transformational ideologies and pedagogies, (c) tensions and contradictions caused by the goals of DLBE programs and reclassification, (d) inconsistencies and lack of training in district reclassification policies, and (e) traumatic healing. Following is a discussion of the emergent themes.

Theme 1: Personal Experiences and Linguistic Trauma on the Border

These participants' background experiences were captured across all four accounts. The teachers shared their lived experiences, including the similarities and differences in the journey from the linguistic trauma they endured in learning a second language to why they eventually became dual language teachers. This insight into their lived experiences helped to understand

their feelings, beliefs, and perspectives on learning a second language and how their language ideologies impact how they teach, monitor students' progress, and assess emergent bilingual students for reclassification.

Paula (Fourth Grade DLBE Teacher)

Paula was born in the United States and raised in Juárez, Mexico. She did not have an interest in living the "American dream"; she crossed the border to escape *la violencia* [the violence] the cartels posed in Mexico. Paula says, "Certain things happened to me. So, I said no, I cannot stay here anymore" (Paula Transcription 1, Pos. 5). I was running away from my country." This experience of escaping violence and fleeing her home country formulated linguistic trauma as she was forced to learn another language. This trauma contributed to her language ideology and her profession as a DLBE teacher.

Her first language is Spanish, so when she moved to the U.S. at 41, she had to learn English as an adult. She crossed the border daily to bring her two daughters to school in the U.S. but needed to learn English. She received a degree in accounting in Mexico, but she had to start all over and go back to school. She went back to school to obtain her degree in teaching, but learning in English was a struggle. She says, "I translated each word in the book and listened to videos to learn how to say words. I had to teach myself" (Paula Transcription 1, Pos. 5). She attempted to translate word for word, but it did not make sense to her in Spanish. The confusion in translation created problems with pronouncing words in English. Paula says, "I remember someone telling me I did not belong here, and I started to think that too" (Paula Transcription 1, Pos. 5). This linguistic trauma led to feeling embarrassed to speak in English. Despite these experiences, however, she graduated with a 3.7 GPA and thinks she did well.

She began as a substitute teacher in a 3rd grade monolingual classroom but desperately wanted to teach in a DLBE classroom. She worked hard to understand the lessons in English and studied the vocabulary the night before so she could deliver the lesson as best she could. As soon as the opportunity presented, she moved into a 4th-grade dual language class. The principal had noticed her strength in teaching writing and her ability to speak fluent Spanish. She is now in her tenth year of teaching in DLBE.

She loves teaching in a dual language classroom because she does not want her students to feel like she did when learning a new language. She believes the videos and visuals helped her learn new languages immensely, so she uses them in her classroom to help her emergent bilingual students understand the content. The traumatic experience in learning English and the teaching experience in the DLBE program has molded her language ideology and teaching practices.

Alejandra (Third Grade DLBE Teacher)

Alejandra is the youngest of the participants. She was born in El Paso and lives in Juárez, Mexico. She completed her education in Spanish in Mexico. However, she wanted to learn English in high school because she often crossed the border to shop and see friends. Her mother was a kindergarten teacher for 27 years, and her aunt was a principal for ten years in Mexico. Her mother encouraged her to pursue a career in teaching in the U.S. because things were changing in the teaching profession in Mexico, and she did not want her daughter to encounter it. So, Alejandra took the opportunity to attend a community college and then the University of Texas at El Paso. Alejandra estimated she graduated high school with 20% to 25% fluency in English (Alejandra Interview #1 Transcription, Pos. 7). She says, "At the University, I was learning the language as I got my degree. I struggled a lot, but I worked hard" (Alejandra

Interview #1 Transcription, Pos. 7). She had difficulty learning English and says her Spanish accent made it difficult. She states, "It is hard to learn English here because many people speak Spanish. They notice you have an accent, and they switch to Spanish" (Alejandra Interview #1 Transcription, Pos. 15).

She wanted to become a dual language teacher because DLBE is a unique program that serves emergent bilingual students. She remembers her 2nd-grade teacher making an impact on her. He explained things in such a way that helped all students learn, and she wanted to be the teacher who helped all students learn English and Spanish. She loves her native language, and English is her second favorite language. She feared losing her Spanish when she started learning English, so as a teacher, she does not want her students to lose their native language. She had to work hard to get to where she is today and feels she is still learning English. She has been teaching for four years in a DLBE program and continues living in Juárez with her family, crossing daily to teach.

Reneé (Third Grade DLBE Teacher)

Reneé is from Mexico City and learned English in a dual language program starting in the third grade. She had a teacher that taught in Spanish and an American teacher that taught in English. She struggled to read in English because she missed learning the foundational reading skills taught from kindergarten through second grade. Her mother helped her learn vocabulary words in English with a dictionary she had at home. This experience in a dual language program helped develop her language ideology.

At 12 years old, she attended a boarding school in San Antonio, and when she turned 17, she attended an international school in France to learn French. She says, "There I was taught with movies and music, and that is how I learned French. Tengo la facilidad para aprender

idiomas [I can learn languages very easily]" (Reneé Transcription 1 and 2, Pos. 6). She says she was able to learn French because she already knew Spanish and English. She wanted to be a dual language teacher because she loves to learn languages, and she wants to help her students learn a second language. She found it challenging to teach dual language in her first school district. She could not clarify things in the student's native language, as the expectation was to teach in the language of instruction. She could see that her monolingual students struggled because she was teaching literacy in Spanish. Now, with her 15 years of teaching experience in a 3rd grade two-way 50/50 simultaneous biliteracy dual language program and professional development in dual language teaching strategies, she understands the importance of leveraging the students' native language. She states:

> I have a student doing English and Spanish in their writing, and I let them because it is challenging. I have gone through it. I have gone through the process, so I know it isn't easy. For me, I didn't have the help. I did have a lot of help, but we didn't have anchor charts back then. My teachers helped me a lot, but I had to give a report, and it had to be in English, and my mother helped me translate everything. (Reneé Transcription 1 and 2, Pos. 10)

Her mother was very influential in her love for language and to learn multiple languages. She believes that the parents are essential for the success of a dual language program. If parents believe in the program, they influence the belief that learning a second language is an asset and can help them in the workforce.

Reneé's experiences are unique; she participated in a dual language program in Mexico and learned a third language in France. Even though she had positive experiences learning a

second language, she struggled to speak in English as she did not have access to early literacy development in English.

Zara (Third Grade DLBE Teacher)

Zara was born and raised in Juárez, Mexico. She did not think she would ever live in the U.S., but her husband had American citizenship and wanted their children to attend school in the U.S. So, when her oldest child turned five years old, they moved to El Paso to live and work. It was difficult for her to start all over. She states, "Like any other person from Mexico, we must start from the bottom. Whatever our degree was in Mexico, it was not good here. I mean, you must go back to school" (Zara Transcription 1, Pos. 2).

She had an accounting degree from Mexico and had to begin a new professional career, which meant returning to school. She felt she had to work her way out of the shadows. She states, "Once I moved here, I was nobody" (Zara Transcription 1, Pos. 2). She went to the community college and then to the University of Texas El Paso and graduated with a teaching degree. She also struggled to learn and speak English, but her reading skills in Spanish helped her read in English. She understands her students' struggles and does not want them to get frustrated, but she has high expectations for them. She believes that if she could learn English as an adult, they could do it too.

She remembers how she felt invisible in class and sat in the back corner, so she did not have to talk. She has 16 years of teaching in a dual language program. She still experiences linguistic and cultural trauma. Her students' parents have told her they cannot understand her because she has a thick Spanish accent. She does not let these comments get her down. Instead, it drives her competitive spirit. She tells her students that she continues to learn English like they are.

Through her experience volunteering to teach catechism at her church, she loved teaching children and believes God guided her toward bilingual education. She states:

> I knew what it was not to be able to communicate with people. I knew what it was to face all those challenging classes—understanding the material presented to you. So, I felt that it was my responsibility. (Zara Transcription 1, Pos. 12)

She thinks that it is her responsibility to give back to her people. She loves Spanish and teaching English and can contribute to developing bilingualism and biculturalism. Her experiences in learning and teaching in English have shaped her language ideologies and her perspective on DLBE and reclassification. Next, I will elaborate on the commonalities of each participant's lived experiences.

There were several common elements to the participant's stories. All four teachers lived in Mexico before moving to a metropolitan U.S./Mexico border community. Alejandra still lives in Mexico and crosses the border daily to teach in the U.S.

> I am still living in Juárez. All my family lives in Juárez. So, I cross the border every day. That is why I'm always here early. I like to be here early. (Alejandra Interview #1 Transcription, Pos. 5)

All participants went to college in the U.S. and learned English as an adult and are second-language learners. Three teachers had a degree from Mexico and had to return to college to get another degree in the U.S. Returning to college and learning another language brought challenges. Zara explains,

> Like any other person from Mexico, we must start from the bottom. Whatever our degree was in Mexico, it was not good here. I mean, you have to go back to school.
> (Zara Transcription 1, Pos. 2)

Paula shares how the educational system is different in each country, which makes it challenging to continue to work in a profession in another country.

> Different policies in a different country, and it took a lot of work to start over. It would take like seven years to get an accounting degree. So, I was like, I cannot wait that long. So, I looked for something active like P.E. coaching. (Paula Transcription 1, Pos. 5)

All four teachers went through the beginning stages of learning a second language. They experienced a silent stage where they did not want to speak in class. They also struggled and had to work extra hard to learn in class in contrast to their counterparts (monolingual English students). Zara explains how she felt in class,

> I was one of those students in the silent stage when I started taking my college classes. It was very frustrating because I knew what the teacher was doing, but I could not explain it to him in English. When he asked me questions, it was easier to say I don't know than try to explain. My experience with English was challenging. I understand where my people from Juarez, my students from Juárez, are coming from. (Zara Transcription 1, Pos. 2)

The teachers discussed the challenges with literal translations. The literature needed to make more sense to them during their English learning process. For this reason, as teachers, they advocate for trans-adapted resources that focus on the content that makes it more relevant to a target population's linguistic and cultural background. The teachers spoke about how when they were learning English, their professors did not use visuals, audio recordings or videos to help them learn English. They were resourceful and found these resources outside the classroom to help them understand the content. Their experience with learning a second language is why they use co-created (teacher and student) anchor charts, audio recordings, and visuals in their classrooms with their students. They understand how their emergent bilingual students feel when

they struggle to understand English. They do not want their students to shut down and get frustrated. They want to maintain the student's native language and believe in building a second language from what the students know in Spanish. All these stories and perspectives illustrate and supports how their prior experiences have impacted their understanding and teaching in the process of English language progress in the reclassification process.

Ethics of Care: Understanding the Struggle to Learn English

The teachers understand how it feels to learn English in a community where English is the dominant language. These teachers care for their students and model this care through their relationships with them. For example, Alejandra remembers what it felt like when her English was criticized. Alejandra states, "I know how they feel because I was one of them. I was corrected for speaking wrong. At this point, I know that if you make a mistake, it's okay" (Alejandra Interview #1 Transcription, Pos. 47). She explains that she is still learning English and tells her students that it will take time for them to be fluent. She explains to her students that they can learn from each other because they listen to each other speak and begin to communicate in the new language as she did. The students learn to care for and trust one another through the relationships they build as they participate in partner and group discussions. I observed an emergent bilingual student provide instructions to a newly enrolled emergent bilingual student. Being new to the country, the other students naturally want to help him feel welcomed.

Reneé emphasizes that she is still refining her English proficiency and relies on her linguistic abilities when assessing her students to determine their readiness for the STAAR test in English. She states,

Another thing is that their speaking may not be at the level of a native speaker. For example, I can read and write well in English, but I still need to improve my English

diction. I cannot communicate in English the same as I speak in Spanish. It is the same

for them. Each one will be on different levels as they are learning a second language.

(Reneé Transcription 1 and 2, Pos. 22)

She does not believe her students should be compared to native English speakers and held to the

same standard, considering they absorb two languages in their brains, not just one. She

understands how a multilingual brain functions differently than a monolingual brain because she

is multilingual.

Paula connects to how she felt while learning English, "I am telling you my beliefs

because I am not going to let my students suffer like I did" (Paula Transcription 1, Pos. 22). This

is a strong statement in that it reflects her life experience in her struggles she faced in learning a

second language. Even though she overcame these struggles, she understands how important it is

to provide her students with the tools necessary to crack the code in reading in English.

Zara explains that she does not want her students to have a negative experience learning a

second language as she did. She takes more of a tough-love approach in comparison to the other

teachers. She pressures her students because, based on the past, she had to endure many

obstacles, such as linguistic oppression, to learn English. She shares,

I understand where my people and students from Juarez are coming from. I do understand

their frustration, but at the same time, my expectations are high. If I was able to do it,

then they can do it. I mean they have a huge advantage over my experience. It is easier to

learn a second language at this young age than when you are 27. Yes, I am a little bit

demanding because we are a G.T. class, and the demands are high. I try not to water

down my curriculum because getting a good education is important. At the same time, I

try to provide as many resources, videos, and books as possible, and I sometimes act

them out because I want them to have a good experience. I don't want them to go back and remember what it was like to learn English and not be happy about it. I know many people complain about when they were in school here in the United States and how they were punished or not allowed to speak Spanish. That is why I do not want my students to have a bad experience. (Zara Transcription 1, Pos. 2)

In sum, the commonalities and differences among the participants' life and professional experiences precipitate a unique perspective and concern for their students. They each experienced cultural and linguistic trauma in different ways as they crossed the U.S./ Mexico border, going back to college and learning English, and linguistic discrimination throughout their higher education and teaching career in a DLBE program. These experiences justify their intentions to protect their students from emotional and linguistic trauma. They express an ethic of care to have students succeed with minimum struggle in learning a second language. The commonalities are the impetus for their language ideology, which will be discussed further in the next section on the findings concerning the teacher's transformation in language ideologies and pedagogies.

Theme 2: Transformational Ideologies and Pedagogies

The participants are unanimous in revealing their movement towards transformational language ideologies and pedagogies during their tenure as DLBE teachers. They are impacted by both programmatic changes and how they empathized with their students' challenges to learn another language. When asked what explicit instructional strategies they use to teach a second language, for example, the teachers discuss that at the beginning of DLBE programs, strict separation of languages was a goal. In the past, the teachers were socialized to teach in the language of instruction and not allow students to communicate in their native language. The

campus has since embraced the flexibility of language practices for teachers and students. Teachers are transforming to leverage the student's entire linguistic repertoire to access the content.

Zara's Perspective

Zara describes this transformation,

The rigor of separating the languages was very demanding and intense. We used to play a game. Every time I spoke in Spanish during English time, the students would get a point, and every time the students said another spoke in another language, I would get a point. At the end of the day, if they won, I would give them free time. And then, if I won, they were supposed to do more schoolwork. It was very intense. (Zara Transcription 1, Pos. 20)

Zara explains that professional development with Dr. Medina has changed how language is used in the classroom. She understood that students sometimes need clarification in their native language. She explains, "It took us a while to adjust to these new changes in dual language education. But it was good. I fell in love with the dual language program" (Zara Transcription 1, Pos. 18).

Paula's Perspective

Paula shares how she disagreed with this practice of separating languages and did not align with the other teachers. She says, "I didn't use those forms of punishment" (Paula Transcription 1, Pos. 22). She disagreed with the strict separation of languages because she felt like it was limiting her students from learning content in English because they were not able to access what they know in their native language. While making this transformation, there are still confusing thoughts about translating during instruction. Paula explains,

There are still ways in which the students cannot speak freely. For example, they talk a lot about translanguaging. Yes, we do a lot of translanguaging, but I also use code-switching sometimes. And I suppose we shouldn't use code-switching. For example, if I teach one language, I shouldn't translate it. They say we should not translate for students. It is hard not to translate anything. My new student may ask me how to say "perro" [dog] in English. I can't say you cannot speak Spanish, and I cannot translate it for you. How am I going to say that to him? I use Spanish, and sometimes I switch to English. According to the district, I am not supposed to do that. I am telling you my beliefs because I will not let my students suffer as I did. When I bring it up in a teacher meeting, they tell me…Well, that is translating and wrong. When you have a first language, it is impossible not to think in that language when you are learning a new one. So, when you are learning a second language, you will not learn it as your first language, and you will forget your first. For example, if I am learning Mandarin, I use my Spanish and English to learn Mandarin. I love Dr. Medina because he talks about translanguaging, and I say, finally, somebody understands what we believe. (Paula Transcription 1, Pos. 22)

Paula's language ideology concerning second language acquisition is situated in her personal experience of learning English and French. She understands that it is essential to build from the student's knowledge of their native language to learn a second language. She explains how she uses her Spanish and English to understand and speak in Mandarin and appreciates the professional development that Dr. Medina has provided to understand translanguaging in the classroom.

Zara only translates keywords to understand and separate the languages during instruction. She states,

If I bend my rules to accommodate their needs, it will not help them because I will not translate for them at the end of the day. That was one of the rules back then. You translate only some things. They need to get their dictionary and ask the person next to them. But even though they had those resources to help them, I still see them frustrated and will call them to my kidney table and try to work with them. But as I said before, I will not translate for anybody in the classroom. I will make an exception for translating words. I will help them until they grasp what they are supposed to be doing. (Zara Transcription 1, Pos. 20)

Zara had to use her mental and physical strength to learn English as an adult. It as it was a matter of survival. She had no choice but to work hard, often without support or help. Her approach to teaching mirrors her toughness but with a caring and loving understanding.

Alejandra's Perspective

At the beginning of Alejandra's teaching career, she did not want her students to speak pocho which she uses this term to mean mixing languages. She did not want her students to mix Spanish and English. Now, she understands that the students are using their full language repertoire. She states, "But now I embrace Spanglish. The kids can use Spanglish. I love it. I love it" (Alejandra Interview #1 Transcription, Pos. 47). In my observations, I witnessed Alejandra provide the time and space for students to respond to questions in English and Spanish. She understands that in their mind, they are pulling from all that they are acquiring linguistically to communicate their thoughts.

Reneé's Perspective

Reneé has also transformed her language ideology. She remembers when she first began teaching in DLBE, and translanguaging pedagogy was inappropriate. She states,

When I was teaching in English, it was only in English. If it was in Spanish, it was to be taught only in Spanish. I was teaching 80/20. So, most of the time I was speaking Spanish. It was difficult for my emergent bilinguals because I could not explain to them in Spanish what they were supposed to be doing in English. During Spanish instruction, it was a lot better because they were able to understand everything. And when I started to teach here ten years later, I listened to Dr. Medina, and he said that it is okay to help the students understand what they are doing, you know, in their native language. (Rodriguez Transcription 1 and 2, Pos. 8)

These teachers were socialized to believe that Spanish should be spoken in its proper time and space and never be intertwined with English. Although they all spoke to translanguaging, it was clear that translanguaging was not completely understood. The term was used interchangeably with code-switching, Spanglish, and translation. It was apparent that they were struggling with their own ideologies based on their personal experiences in the purpose and value of translanguaging. They are in a transformation process. These dual language teachers serve as examples of evolving changes within DLBE, shifting from separating languages to embracing the ideology of emancipating language practices in the classroom.

Monoglossic and Raciolinguistic Ideologies

Although Zara is changing her perspective by allowing Spanish and English to coexist in one space, she believes that her students should not use Spanglish when speaking and writing. She advocates for emergent bilingual students to acquire proper Spanish skills and discourages using both languages simultaneously. She says, "Because we have a lot of Pochos. Because that is what I experienced with my kids. They were mixing both languages, and I didn't like that. I want them to be truly bilingual" (Zara Transcription 1, Pos. 14). Despite embracing the value of

leveraging both languages (translanguaging), this teacher strongly emphasizes her desire for students to use standard English. She uses the term pocho to mean that the students are mixing the languages and not using standard English or Spanish. Again, she has experienced being ridiculed for her accent, so she does not want her students to experience what she went through.

Zara's Perspective

Zara also compares her emergent bilingual students speaking and writing with her monolingual students. She is sincere in her response.

> It is because I keep comparing them to my monolingual students. When they are advanced high, that tells me they are at the level of a monolingual student. When my monolinguals make mistakes in Spanish, I compare them to my LEPS. That is how I think. The monolinguals that I have are excellent writers in English. Excellent writers. So, when I see something that my LEP writes in English, I compare their product with my monolingual because I want all of them to be at the same level. (Zara Transcription 2, Pos. 19)

Despite teaching in the DLBE for 16 years, she still needs to work on utilizing two languages as valuable resources. She still labels her students as Limited English Proficient (LEP), a term that carries a deficit perspective. She holds her monolingual student's English proficiency as the standard when evaluating her emergent bilingual students' English proficiency during calibration and scoring their writing TELPAS samples. She says,

> I am very harsh when scoring because I am used to my students performing higher. I need clarification on the advanced and the advanced high. I am constantly comparing my LEPS with the monolinguals, which is the hard part for me. Because I am constantly pushing them to do more. (Zara Transcription 2, Pos. 17)

Zara also makes comparisons between her emergent bilingual students. Her perception is that one is trying to learn English while the other is not interested based on the fact that she lives in Juarez. She states:

I got a student from another district and he no longer a LEP even though he speaks to me only in Spanish. It is kind of hard for him to talk to me in English. I have one student that came to this school in second grade. They were recommended by their second-grade teacher. At the beginning they wanted to be together because they felt like they were the only ones that spoke Spanish. They felt different from the rest of the class. I had a conversation with him, and he was very easy going and smart. He got along very quickly with the rest of the class. Well, she was a little bit like, "*este no es mi clase*" [This is not my class]. She went to kinder and first grade in Juarez. She is in third grade but she is doesn't like the language [English] and doesn't see the need to learn English because she lives in Juarez. Her whole life is in Juarez, so she does not need to use it. She will tell me, *"No me gusta, no quiero. Es que porque?"* [I don't like it, I don't want to learn English. Why do I need to learn it?] So, how do you force a student into a second language. It is very hard when they have that attitude. Nevertheless, if we are in English, she needs to complete her work in English. She takes more time. She will take her paper in English and put it in her desk and when we switch to Spanish she continues in Spanish. But the next day I ask her for the activity, and she says she has not completed it. But I tell her I need her to come early in the morning to finish and I will help her but not translate. I have another student that is not proficient in English, but he tries very hard. At the beginning of the school year, he came from the non-GT DLBE program. Both students came from the non-GT DLBE program. (Zamora Transcription 2, Pos. 31)

While Zara adheres to the campus guidelines for DLBE instruction, her language ideologies are situated in her lived experiences as she was forced to start a new life in the U.S. and learn a new language. She believes that if she could do it as an adult, her students could too. She compares her emergent bilingual to her monolingual student's English proficiency. She considers the English proficiency of monolingual students as the benchmark for the emergent bilingual students to achieve. She compares her two emergent bilingual students' English proficiency. One as being more motivated and smarter while the other struggles to identify herself in an English dominant classroom. Zara's linguistic practices in the classroom are grounded in her beliefs about language and directly impact her decisions in the reclassification process.

These excerpts from the teacher interviews show how they are making transformational changes in their perspectives in language practices in the classroom based on their lived experiences and language ideologies. The teachers have embraced the flexibility of language practices and are moving towards more use of a student's linguistic repertoire to access the content. Although Zara has acknowledged the need for a more flexible language use in the classroom, she continues to name her emergent bilingual students as LEP and holds the monolingual student's English as the standard for emergent bilingual students to achieve. This is an example of raciolinguistic ideologies and the message here is that it is not enough to train teachers on reclassification, we must unpack language ideologies so that these stereotypes and biases are dismantled. Next, I will discuss the findings concerning teachers clarifying for students in their native language and utilizing multiple modes to assist the students in understanding the content.

Pedagogical Transformation

All four teachers provide clarification in the native language for students who appear to be struggling to understand English. When asked what strategies they explicitly implement to teach second language acquisition, the teachers voiced how happy they are to transition into flexible language use during English instruction versus strict separation of language policies. They expressed the importance of clarifying content in the student's native language to prevent frustration and ensure they do not feel inferior to their counterparts. The teachers remember what it was like to learn English as adults and do not want their students to go through what they went through.

For example, I observed the teachers check for understanding throughout the lesson in English. They observe when a student faces comprehension challenges and take immediate action by either clarifying for the student on the spot or pulling the student into small groups to provide support in the native language. I witnessed the teachers employing visuals such as anchor charts to illustrate the distinctions and similarities between languages, facilitating students in making cross-linguistic connections. These strategies were absent when the teachers were learning English, and they expressed the desire for their teachers to use them in the classroom. Reneé states, "For me, I didn't have the help; we didn't have anchor charts back then. It makes us feel like a family." (Reneé Transcription 1 and 2, Pos. 10)

Reneé's Perspective

Reneé encourages her students to actively participate in all four domains: listening, speaking, reading, and writing. Reneé explains,

> I have a student doing English and Spanish in their writing, and I let them because it is
> not easy for them. I have gone through it. I have gone through the process, so I know it is

difficult. For me, I didn't have the help. I did have a lot of help, but we didn't have anchor charts back then. My teachers helped me a lot, but I had to give a report, which had to be in English, and my mother helped me translate everything. All these strategies, like the bridging and the cognates and explaining explicitly. It makes the student more comfortable. (Reneé Transcription 1 and 2, Pos. 10)

During my classroom observations, I witnessed the teachers creating anchor charts for cognates, videos, and pictures to teach vocabulary words and read-aloud activities. For example, Reneé reviewed the elements of Poesía [Poetry]. She showed them an anchor chart that they had previously created and asked a student, "Que forma o tipo de poema es [What type of poem is this]?" a monolingual student responded in English, "A short narrative." The teacher responds, "Muy bien es un narrativa, y es un cognado! [Very good, it is a narrative, and this is a cognate]" She points it out on the anchor chart. She then assigned the students to their dual language (DL) partners and gave instructions for journal writing. DL partners are assigned by the teacher with the level of language proficiency in mind.

Paula's Perspective

During Paula's writing assignment, students were engaged in a writing activity as they participated in discussions with their dual language (DL) partners. Students exhibiting high levels of language proficiency were paired with a partner who required a model in that specific language. They assist each other in translating to understand the content, with one student serving as a partner to explain the meaning of words in the language of instruction. Paula explains how she uses dictations in each language to teach writing.

For the writing, I use much dictation. I dictated to them in both languages. I always use different dictations in both languages. The languages are similar, but at the same time,

there are differences. We cannot translate everything from English to Spanish. We must

teach a different vocabulary in English and the same vocabulary in Spanish. I do not

believe in that at all. Because if I'm going to teach acentos [accents] one week, I cannot

teach them in English the following week. I do not teach the way the curriculum tells us

to in both languages because I think I must show the differences in each language so that

the students learn the rules in each language. (Paula Transcription 1, Pos. 18)

Alejandra's Perspective

I observed how Alejandra incorporated a bridging lesson to show the similarities and

differences between the sounds and spellings of the qu in Spanish and the c in English. During

the lesson, she observed that the students needed clarification on the sounds and spelling of the

words in their writing. In response, she paused the lesson and initiated a brief bridging activity.

She asks the students, "Cuando tengo una C what kind of letter is it?". The students respond,

"Consonant". She demonstrates examples of the spellings of the letter and sound in English and

Spanish. As she initiated the activity, the students listened and copied these examples in their

literacy journals. The teacher used Spanish as a resource. She used Spanish to leverage the

student's understanding. This is an example how she is moving along in translanguaging

pedagogy where students are using both languages as resources. Next, the students worked in

their DL pairs to highlight the rule that applied to the word in a passage.

Historically, emergent bilingual students have consistently achieved low scores in the

speaking section of the TELPAS assessment. Paula believes that students face increased

challenges with the recent test changes, where they must speak into a headset and record their

voice on the computer. Paula is concerned about her English carrying a Spanish accent and aims

to expose her students to recordings of native English speakers to assist in them with pronunciation. She explained,

> I put a recording of a person reading to them so they can hear it. I use good readers (recordings) to model the English and read to them in Spanish. They need to hear English without an accent. I have a student who has just arrived from Mexico, and so I have a computer with audio and headsets for him to listen to. I tell the students to follow with their fingers as they listen to the stories (Paula Transcription 1, Pos. 14).

Paula opts to utilize standard English as a model for her emergent bilingual students to emulate and demonstrate proficiency in the TELPAS assessment, with the goal of reclassification.

They use multiple modes to make the content accessible to their emergent bilingual students. These examples illustrate how their practices were transformed because of their lived experiences while learning a second language. These experiences have shaped their approach to teaching and preparing students in their development in listening, speaking, reading, and writing. Next, I will explain how the teachers monitor the emergent bilingual students' English language proficiency for reclassification.

Using Lived Experience to Progress Monitor English Proficiency for TELPAS

An essential element of reclassification is monitoring the students' progress in English proficiency. The lack of support from the district and campus in monitoring students' progress has left the teachers to rely on their experience as DLBE teachers to monitor English language proficiency for reclassification. The participants' responses included the following strategies (a) observing confidence and comfort in speaking in English; (b) recording student reading to assess; (c) assessing in both languages; and (d) data analysis during PLC (professional learning community).

Each teacher utilizes observations of students participating in social and academic English language activities to gauge and inform student progress. They use the terms confident and comfortable to describe the level at which the emergent bilingual students are showing progress.

Alejandra's Perspective

Alejandra states, "At the beginning, they would ask if they could answer in Spanish, and now, they stopped asking me, and they are more comfortable asking in English" (Alejandra Transcription 2, Pos. 25).

René's Perspective

Reneé speaks about how her students show confidence in answering in English as the year progresses, "For example, at the beginning of the year, they do not understand what I am saying and then after a while they start to have confidence in speaking or answering in English (Reneé Transcription 1 and 2, Pos. 28).

Paula's Perspective

Paula prefers to record her student's reading in English to show growth in their reading skills. She has the students listen to themselves, and as a result, it motivates them. She gives them praise for their hard work.

> I evaluate them by recording them. I have them read, and I record them. I do this every month. I have them listen to themselves, and they see their growth. They get motivated to improve. (Paula Transcription 1, Pos. 16)

All teachers participate in TELPAS data analysis during their PLCs (professional learning community).

Zara's Perspective

Zara uses data from the end-of-year TELPAS results from the previous year and Istation

tests (Online literacy program) in both languages. She says, "I rely on those assessments" (Zara

Transcription 1, Pos. 29). Reneé explains that although they analyze their students' TELPAS

results, teachers have no system to monitor student progress in English proficiency.

This theme reveals that participants are shifting from being conditioned to segregate

languages in the teaching and learning process to embracing liberated language practices in the

classroom. The one teacher that revealed monoglossic ideologies exemplifies that there are dual

language teachers with extensive teaching experience in DLBE programs. However, their

language ideology indicates that they have been socialized to separate languages, prioritizing

English as the model language. The teachers incorporated listening, speaking, reading, and

writing throughout daily lessons, and used multiple modes to facilitate understanding and

support student learning. However, it became evident that teachers need a deeper understanding

of translanguaging pedagogy and how to leverage emergent bilingual students' full linguistic

prowess. They depend on what they know to monitor for progress for English proficiency.

Nonetheless, they need more guidance and training to enhance their effectiveness in assessing

their students' progress. Next, I will share findings on the tensions and contradictions that

teachers experience as they navigate the goals of DLBE programs and reclassification.

Theme 3: Tensions and Contradictions caused by the goals of DLBE programs and

Reclassification

As the dual language teachers navigate the reclassification process and the dual language

bilingual program requirements and goals, tensions arise as they describe how they make

language practice decisions and monitor language proficiency. Teachers would like to receive

training in reclassification and the DLBE simultaneously, as there are contradictions in the goals of each system. DLBE programs aim to develop biliteracy, bilingualism, and biculturalism. The goal is not only for our emergent bilinguals to learn English. The reclassification of emergent bilingual students is not a focused goal in DLBE programs, so the teachers show tensions as they navigate the expectations of the state and district administration. The state created a panel of experts and educators to develop the reclassification process; however, what came through from the teacher interviews is that the reclassification process was not created with the goals of DLBE in mind.

The teachers say they receive TEPLAS and ELPS (English Language Proficiency Descriptors) training at the beginning of the school year to understand the requirements they must fulfill for the reclassification process. It was a brief overview with limited time to process the information and ask questions. Despite the campus administration participating in professional development sessions on reclassification requirements at the district central office, the insights gained were not disseminated to teachers, nor was classroom support provided to them. The teachers would like training regarding progress monitoring English proficiency for reclassification and how to support and track their student's progress throughout the year. While navigating the understanding of reclassification requirements, the teachers drew on their knowledge of the high academic performance of emergent bilingual students resulting from DLBE. They state that the students participating in the DLBE program naturally become bilingual, biliterate, and bicultural.

Reneé's Perspective

Reneé explains that there is a need for a structure in place to help align the monitoring process. She says, "We meet as a PLC, and we discuss where the students are at, but we do not

have a system where we monitor each student" (Reneé Transcription 1 and 2, Pos. 15). Students take benchmark tests and unit assessments in English to see how strong their understanding is in English. For example, Reneé explains, "In writing, I sometimes give them the science or social studies unit test in English to see how they understand the content" (Reneé Transcription 1 and 2, Pos. 28). She states that she has not been trained on using the ELPS descriptors which help in moving students from one level to the other (beginning, intermediate, advanced, and advanced high). She expresses tension when emphasizing the importance of students understanding the lesson in the language of instruction, especially as the lesson continues the following day in the other language. She states:

> I know they have progressed, but I need to find out exactly in what domain and what descriptor. Again, we are not trained on this, but we do a lot of observing and clarifying when the students need help understanding. It is important because if they do not get it, they will not be able to understand the next lesson in the other language. This is where my visuals and anchor charts are essential. (Reneé Transcription 1 and 2, Pos. 32)

Paula's Perspective

Similarly, Paula says she needs training on the ELPS descriptors. She feels confident in her teaching but needs further guidance regarding identifiers in student growth. She says, "We need training on using the ELPS daily to assess our emergent bilingual students. When we are teaching, we are using it, but we need to see how we are using it" (Paula Transcription 1, Pos. 28).

Zara's Perspective

Zara also uses science time to monitor and assess student English language understanding:

We incorporate many hands-on activities in science because we know the students will be covering it on STAAR. We use this data to see if the students grasp the concepts in the language of instruction. (Zara Transcription 1, Pos. 31)

Zara details how to benchmark (Unit assessments) results in both English and Spanish to determine whether a student needs assistance comprehending content in the second language or needs support in understanding the content across any language. She says,

We also have two practice benchmark tests that the students take. I will allow them to try it in English on the first test and see how they do. If I know they did not do well on the first test, I will have them do it in Spanish on the second benchmark. Then, I will compare the two. If they do poorly, it is not a language problem but a comprehension problem. (Zara Transcription 2, Pos. 25)

Paula explains how she relies on her expertise in monitoring English proficiency.

Like I told you, I do it myself when I record my students to show their progress. I am doing it the way I believe I should assess my students. I have never had anybody help me in my ten years of tracking the students. (Paula Transcription 2, Pos. 9)

Contradictions in ideologies, philosophy, and practices between the reclassification process and DLBE arose when the teachers voiced their concerns about practices and policies affecting emergent bilingual students' reclassification. Paula talks about how her experience as a member of the LPAC committee has changed. Before, the LPAC committee would collaborate to assess students for reclassification, and now they do not discuss students' English language growth. Everything is done online to save time. She feels the system has become more convenient for adults and less about what is best for the students. She states, "They call me down to the office, and I sign off on the paperwork, but we do not all sit down and discuss the students

anymore. I feel uncomfortable signing off on the students if I don't know the students" (Paula

Transcription 2, Pos. 15). She feels uncomfortable reclassifying students she has not had in her

class and feels this process is inappropriate. She states,

> I didn't even sign off on any student's paperwork this year because I refused to because I
>
> didn't know the student, and I didn't feel it was right for me to do so. We don't even meet
>
> anymore as a team, so I don't even know who is on the committee. (Paula Transcription
>
> 2, Pos. 17)

She contrasts the committee's previous practice of discussing student progress in English

proficiency with their current approach, noting they no longer engage in such discussions. She

states,

> The assistant principal and someone from the district would help and be part of the
>
> process, which was good. That is when I learned a lot about the students. That is not how
>
> it is done anymore. It has been about five years. (Paula Transcription 2, Pos. 13)

Paula also expresses the need for training on why and how the LPAC is used. She states that

some teachers need help understanding the meaning of the LPAC acronym.

Another example of how the teachers feel they need more support in the reclassification

process is when emergent bilingual students are not given the time or resources to prepare for the

TELPAS test. Paula states,

> They don't give us information beforehand so that we can do this preparation. They told
>
> us that TELPAS is next week and then we must stop everything, including projects so
>
> that we could practice for the TELPAS. I don't think that is right; we need more
>
> organization. We need PLCs to help us with the due dates to cover the material. That is
>
> not happening anymore. (Paula Transcription 2, Pos. 21)

Teachers also expressed a disparity in resources to prepare their students for TELPAS and STAAR. Paula, for example, says,

> For the STAAR or TELPAS, we need all the resources to prepare them. I know other districts have these excellent booklets to help the students prepare, but we don't have them. We could have them, but I don't know why, and I don't believe we don't have the money. I don't know how the money is used. (Paula Transcription 2, Pos. 38)

The progress monitoring and instructional strategies employed by the teachers are assumed to be in alignment with district and campus protocols. The testing calendar is district and campus-aligned, as directed by the state-determined assessment dates. The instructional strategies used are consistent with the two-way 50/50 simultaneous biliteracy DLBE program. What was discovered was how participants experience tension as they try to align DLBE instruction with the district and campus protocols for reclassification. Their primary focus is on maintaining fidelity to the goals of DLBE, with personal values and beliefs about bilingualism, biliteracy, and biculturalism integrated into the reclassification process to achieve student success. Next, are the findings on campus support and DLBE culture.

Campus Support and DLBE Culture

The teachers feel that as they teach in the DLBE program, they are confident that their students are progressing in English. They agree that the principal gives teachers autonomy in the classroom as she trusts that they do what is best for the children. Zara, for example, feels that the principal is a supportive administrator who believes in and fights for the DLBE program despite budget limitations. The teachers recognize that her support is crucial for the program's success and agree that their campus embraces diverse cultures. Mexican and Chinese teachers share their

backgrounds and languages and recognize that embracing cultural diversity in the classroom is essential.

Alejandra's Perspective

Alejandra shares,

I love how the campus manages the culture. We have many teachers with Mexican backgrounds. And many of them only speak English, and then we have Chinese. We have teachers teaching Chinese. They always share their culture with the students. We try to embrace; I always try to embrace that in the classroom. (Alejandra Interview #1 Transcription, Pos. 41)

The teachers appreciate the campus's inclusivity. Alexandra explains, "I love how campus embraces diverse cultures with Mexican and Chinese teachers sharing their backgrounds and language. Embracing cultural diversity in the classroom is important for our campus" (Alejandra Interview #1 Transcription, Pos. 41). She understands that validating the student's culture and language will help them to feel comfortable learning a second language because she can relate as a second language learner herself.

Some concerns arose as they expressed the limited availability of Spanish resources at all grade levels despite abundant English resources. Support is needed to ensure that both languages are at the same level. Alejandra shares her concern for the lack of culturally relevant resources, "The resources provided are not suitable for my students due to the language and cultural differences. We need appropriate support" (Alejandra Transcription 2, Pos. 13). Reneé states, "I must use my language skills in Spanish to ensure the students are getting the correct Spanish translations" (Reneé Transcription 1 and 2, Pos. 19).

Paula's Perspective

Paula likes the curriculum. She finds the materials linguistically and culturally appropriate (trans-adapted resources) up to the fifth grade. However, she is concerned for the students in middle school who do not have the appropriate language resources. She states,

> I like this curriculum because it is trans-adapted. The curriculum goes up to the elementary level. They want the students to test in English, not Spanish, because they are in the United States. Some teachers do not want students who are not proficient in English to come to middle school. They don't want them. And I'm like, what if you have a newcomer? What will you do? Right? (Paula Transcription 1, Pos. 24)

The teachers agree that the DLBE program model, when implemented with fidelity, develops students' bilingualism and biculturalism. Alejandra explains,

> Since we have a dual language program, which is 50/50, a student needs to be proficient in English and Spanish. We teach the language through the content. We don't teach the language; we teach the language through the content. That is my understanding. Students must be proficient in English and Spanish. That's what the dual language is for. So, of course, at the school level, we need to ensure they exit the program with that proficiency. (Alejandra Transcription 2, Pos. 3)

While the district supports DLBE, the participants voiced concern about the insufficient support for research-based translanguaging practices at the campus level. Nevertheless, the participants feel supported by campus administration, which provided professional development to begin making the transformation toward translanguaging pedagogy. They are clearly focused on the DLBE program recommendations for implementation. This contradiction at the district level may contribute to teacher language ideologies and classroom instructional practices as they

look to leadership for guidance. These findings show that the teachers believe that the DLBE program is optimal for developing bilingualism, biliteracy, and biculturalism for their emergent bilingual students; however, they voiced concerns when navigating top-down state-mandated assessments and fidelity to the DLBE program. The following section will highlight the findings on the inequities that emerge as the teachers navigate the goals of DLBE and reclassification,

Calling Out the Inequities

The teachers' years of experience learning a second language and teaching in a DLBE program have given them insight into the prevailing inequities. The teachers feel empowered by the DLBE program in which they teach because their fidelity to the program has resulted in student success. They assert that DLBE programs advocate for equitable language development in both English and Spanish. The 50/50 simultaneous biliteracy DLBE program instructional schedule includes content taught in one language one day and will be taught in the other language the next day. Hence, the teachers feel compelled to employ strategies to ensure students understand the content. This way, the students continue learning the content when the teacher continues the lesson (not repeated) the next day in the other language.

Reneé's Perspective

Reneé states,

I do a lot of observing and clarifying when the students need help understanding. It is crucial because they need to get it so they can understand the next lesson in the other language. This is where my visuals and anchor charts are essential. (Reneé Transcription 1 and 2, Pos. 32)

The teachers believe that the two-way 50/50 simultaneous biliteracy DLBE program model is more effective in fostering students' bilingualism and biculturalism than other bilingual

transitional models. However, the focus of reclassification brings inequities in the DLBE classroom.

Alejandra's Perspective

Alejandra explains how time spent preparing for the TELPAS assessment calls for emergent bilingual students to practice the writing portion of the test on the computer. Because more time is spent preparing for TELPAS, students spend less time in Spanish instruction. In the past, the teacher would seamlessly utilize practice test items in daily lessons for all students in the classroom. To familiarize emergent bilingual students with the assessment technology, she must divide the students into two groups. She explains one instance where a student observed the separation based on language and posed a question to her. She shared that one of my students this year asked,

> *Why do the English speakers not need to take this test [TELPAS] in Spanish?* It was the first time one of my students had asked that. I was speechless. I was like I didn't know how to answer. We are supposed to make sure emergent bilingual students are proficient in English, and we want to make sure they are proficient in Spanish, too. (Alejandra Transcription 2, Pos. 23)

She knows this separation of groups based on language is detrimental to the emergent bilingual student, positioning them as inferior to the monolingual students. She was hesitant to make this statement, but she made her point nonetheless, "I still didn't feel like …..I don't want to say that we were dividing them or making that separation…. that difference, but I feel like this way it kind of is" (Alejandra Transcription 2, Pos. 21).

Reneé highlights that top-down pressures place a greater emphasis on emergent bilingual students learning English, while there is comparatively less pressure for monolingual students learning Spanish.

> I feel that the monolingual students do not come with strong Spanish as they should. I feel the emergent bilingual students are pressured more to learn English than the monolinguals to learn Spanish. This is where it is not equal. (Reneé Transcription 1 and 2, Pos. 15)

Alejandra and Reneé expressed their observation regarding the inequities in the difficulty level in STAAR vocabulary in Spanish and English. Alejandra gave an example of a student with a more robust vocabulary in English, so she wanted her to take the test in English. The father was concerned that the student would lose her Spanish if she tested in English. Alejandra explained to the father that she would ensure that she maintained her Spanish proficiency and that the test would not affect that. The student took the test in English and did well. The teachers have concerns about the difficulty level of the Spanish STAAR. The students must have a very high vocabulary level in Spanish to succeed on this test. Reneé explains,

> La verdad es que a mis alumnos no les está yendo bien en el exámen. No veo buenos resultados. Ella me dijo que es demasiado difícil. No están en su país. No están en México. Comparamos los exámenes en inglés y en español y me dice claro está mucho más difícil en español. El vocabulario es bueno pero es muy alto. Y en los exámenes del distrito, por lo menos una pregunta en cada exámen, no están bien formuladas. Las respuestas no tienen sentido. No son comprensibles. Siento que no hay equidad en el sentido. Las pruebas deben de ser al mismo nivel. [The truth is my students are not

performing well on the test. I do not see good results. And she told me, it is too difficult.

We compared the English and the Spanish test questions, and she said the Spanish is

clearly more difficult. The vocabulary is good, but it is too high. And the district practice

tests, well the questions on the tests are not written well. The questions do not make

sense. The answers do not make sense. They are not comprehensible. I feel they are not

equal. Both tests should be at an equal level.] (Reneé Transcription 1 and 2, Pos. 13).

Reneé speaks to the fact that STAAR is not formulated accurately in Spanish and that the

STAAR test is more difficult in Spanish for the emergent bilingual students because the test uses

different dialects of Spanish that the students are not accustomed to hearing, but in the English

version of STAAR uses standard English. She continued to point out that the standard English

language dominates, and the standard assessments are not equally difficult in English and

Spanish. Students must meet the standard in the STAAR English test to reclassify. The teachers

understand that this is a requirement. While emergent bilingual students are developing their

English in each content area, they take the STAAR test in Spanish because it is their dominant

language. The teachers are concerned that the assessments are not equal in difficulty and may

hinder their ability to reclassify if the student continues to struggle with the assessment. The

teachers are more concerned that their emergent bilingual students develop bilingualism, and

biliteracy. They desire standard assessments to be equally challenging, without feeling pressured

to allocate more instructional time to English preparation for the English STAAR test simply

because it is perceived as the easier route.

Renée is also concerned that students do not have the keyboard skills to take the written

portion of the test, which may affect their performance on TELPAS and their scores. The

students have iPads in the classroom, but the district provides special laptops with the uploaded

application for them to take the test. The laptops do not arrive until two weeks before the testing window begins, leaving students less time to practice the keyboarding tools. The testing environment is also a variable affecting the students' test performance. Students must listen and speak into their headphones, and they are placed in cubicles too close to each other. She suggests the district should provide time for students to use the laptops at the beginning of the year, so they have more time to practice and become confident and comfortable with the keyboard tools.

When asked about their understanding of the Teacher Subjective Rubric for reclassifying an emergent bilingual student, two of the four teachers had never seen the document. The other two teachers had seen the document but did not understand what it was asking. They believe the document was created to save time for administrators. The document lacks credibility as the teachers believes their recommendations are not taken seriously. Paula believes teachers should seek clarity on the reclassification process from the campus administration to prompt them to reach out to the district for guidance. She states,

> I am always asking why we need to fill all these forms out, but I do not ask that means you don't need help. I do not see teachers asking these questions, so they will not know about any changes. We do not have people coming to train us. The campus administration is attending training at the district, but they are not turning anything around to us. The pieces of training that we have are the 45 minutes at the beginning of the year. (Paula Transcription 2, Pos. 11)

Paula points out that despite the district-wide adoption of DLBE, she experiences pressure from the district to reclassify emergent bilingual students as soon as possible. She expresses hesitation in voicing her concerns about this matter. She states, "And the district is still, or the white people are not helping the minorities. That is how I feel, but I am not supposed

to discuss it. [the process of reclassification and the focus on English]" (Paula Transcription 1, Pos. 22). She refers to the white ideological beliefs and practices that are valued over non-white groups. The top-down pressure she experiences for her emergent bilingual students to be proficient in English inadvertently places a higher value on English over Spanish.

As stated in previous sections, the participants were faithful to the program's implementation, which includes the reclassification process. They are concerned, however, that decision-makers not familiar with individual students may be misguided by available information produced via technology and not by those who know the students. They are also concerned that English is the standard for measurement in a DLBE program and not equally so for Spanish. The participants all believe there is structural inequity in the reclassification process; it is not grounded in equal instruction and assessment for both monolingual and emergent bilingual students.

When it comes time for teachers to rate student writing samples for TELPAS the teachers share that they no longer calibrate and rate their students' writing samples for TELPAS, which can impact and make mistakes when scoring. Paula states,

You know, we do not rate our students on the writing calibration. A first-grade teacher may rate a fourth-grade writing. We should rate our own student's compositions. When we do the calibration without knowing the student, we can make mistakes in scoring them. We did in the past but not in the last two years. (Paula Transcription 2, Pos. 36)

Reneé shared her belief that monolingual students are not pressured to learn Spanish in the dual language program compared to emergent bilingual students' pressure to learn English. She said, "I feel that the monolingual students do not come with strong Spanish as they should. I

think the emergent bilingual students are pressured more to learn English than the monolinguals to learn Spanish. This is where it is not equal (Reneé Transcription 1 and 2, Pos. 15).

Issues of Time Spent in English and Spanish

The following transcript section, albeit lengthy, is included here since it captures well the feelings and beliefs expressed by Paula. It illustrates the sentiments of unequal instructional time spent in English and Spanish woven throughout the DLBE program. The following question was asked to Paula. Do you find yourself and your emergent bilingual students spending more time in English?

Paula's Perspective

Not in my classroom, but as a campus, yes. It doesn't happen just during test prep time. In general, most of the classes spend more time in English even though we are 50/50. They don't do 50/50. And, because I know that the (monolingual) students don't like the Spanish. Even though they are in a dual language class, in my classroom, it is easy for me to do the 50/50 because 90% of my class are emergent bilinguals. I know that the students complain about the Spanish in the other classes. They don't want to talk in Spanish, and the teachers accept it because they don't want to have problems with the [students'] parents. At one point, the teachers didn't want more problems, so they told the students, OK, if you don't want to talk in Spanish, don't talk in Spanish. It is not my situation because my students speak Spanish as their first language. (Paula Transcription 2, Pos. 22-30)

There are two things to note from this excerpt from Paula's interview. First, the monolingual students did not want to speak Spanish. Parents became defensive, and teachers responded by allowing more English during Spanish instruction. Second, this adjustment in

language allocation caused an unequal amount of instructional time spent in Spanish. For these classes that only have a small number of emergent bilingual students, it impacted instructional time spent in their native language.

The DLBE teachers have only a few emergent bilinguals in the GT classes; the majority are monolingual students. I observed more translating to English during Spanish instruction. This could be because of the high number of monolingual students in their classes versus the small number of emergent bilingual students.

Alejandra's and Zara's Perspective

For example, Zara and Alejandra have more monolingual students and only have a few emergent bilingual students. During my observation Alejandra and Zara's Spanish lesson, I noticed that they often translated words into English, and they used visuals and second language teaching strategies to assist their monolingual learners. But when teaching in English, they used fewer of these types of strategies to learn English for their emergent bilingual students. In Reneé and Paula's classes have a larger number of emergent bilingual students, I observed that they used second language strategies more equally in a dynamic way to develop bilingualism and biculturalism.

It was evident that in the classrooms where there are more monolingual students than emergent bilingual students, the emergent bilingual students, despite having more exposure in English are not receiving the necessary strategies needed to achieve reclassification. Culturally responsive strategies and translanguaging pedagogies were not utilized to the extent necessary for meeting the linguistic needs of the emergent bilingual students. For example, Zara pressures her emergent bilingual students to learn English and does not provide the social emotional support. She uses her monolingual students as the models for English proficiency. Whereas in

the other two teacher's classrooms with a larger number of emergent bilingual students and use both languages more equally, provide more connections between the two languages The emergent bilingual students leverage what they know in their native language to learn English. This finding revealed how DLBE teachers struggle to balance language allocation in a DLBE program and may affect the reclassification of emergent bilingual students.

This theme in tensions and contradictions caused by the goals of DLBE programs and reclassification revealed that teachers receive minimal training and support from the district and campus administration on the reclassification process. The expectations and goals for the reclassification and DLBE exist in two separate systems. The teachers navigate these systems to the best of their ability; however, they identified contradictions and tensions such as: (a) materials needed to prepare student for the TELPAS test and the distribution of these materials must be done in a timely manner, (b) trans-adapted resources needed in Spanish, (c) and the equal acceptance of translanguaging by both district and campus administration.

The teachers also identified inequities such as: (a) more time spent in English instruction to prepare for TELPAS, (b) STAAR test questions are more difficult in Spanish than in English and may hinder reclassification, (c) teachers do not rate their own students for TELPAS and do not reclassify their own students, (d) DLBE gifted and talented classrooms have more monolingual students and the pressure for emergent bilingual students to learn English is stronger than it is for their counterparts to learn in Spanish. Next, the findings surrounding the inconsistencies and lack of training the teachers receive in district reclassification policies.

Theme 4: Inconsistencies and Lack of Training in District Reclassification Policies

I engaged with the teachers to comprehensively understand the reclassification process, its implementation, and its associated beliefs. I provided them with a copy of the teacher's

subjective reclassification rubric. I asked for specific examples illustrating instances where they recommended a student either for reclassification or advised against it. I asked clarifying questions to ascertain their rationale and received the following responses.

Alejandra's Perspective

Alejandra has not seen the teacher's subjective reclassification rubric. She states, "No. No this is the first time I see this" (Alejandra's transcription 2, Pos 22). She says she exits them, but it is unclear how she exits or reclassifies a student if she has not seen the subjective teacher rubric.

Reneé's Perspective

Reneé has not reclassified a student but have made recommendations for a student in another grade level. Like Alejandra, this is the first time that she sees the subjective reclassification rubric. She states," No, I have not seen it. I have seen the descriptors, but I have not seen this form. But you know these students may not be ready to reclassify because they have only been in school for 3 years" (Reneé's Transcription 2, Pos. 23).

Zara's Perspective

On the other hand, Zara believes emergent bilingual students are ready to reclassify by the time they reach third grade if they have been in the DLBE program since PreK and Kindergarten. She states, "Most of the students reclassify because by third grade they are able to show proficiency in English. We go through LPAC procedures, TEPLAS results. I had a student last year that since the beginning of the school year he was ready to reclassify" (Zara Transcription 2, Pos. 23).

Paula's Perspective

Paula recommended that a student reclassify as they scored advanced high in all four domains.

> On the TELPAS, the student scored advanced high in the four domains. In my observation, the student felt confident in both languages in all four domains (listening, speaking, reading, and writing). In comparison with a native English speaker, the students showed that they were proficient. (Paula Transcription 2, Pos. 33)

Although she made this recommendation, she does not know determines if the LPAC considered her recommendation because the student was not reclassified.

These examples illustrate that teachers no longer reclassify their students, and that monolingual English-speaking students' language proficiency is the standard against which success is measured. Another factor considered in reclassification is district-level practices. Paula believes the district makes the ultimate decision when a student can reclassify; teachers may suggest and provide their rationale, but they do not make that decision.

> The district makes the last decision on reclassification; we decide on what language the student will test in, and of course, the district wants the students to test in English. We are not reclassifying the students. So, we don't even know the system and how they work to reclassify the students. It's just recommendations. (Paula Transcription 2, Pos. 3)

Paula provided another example of how training is needed in the recommendation process for reclassification and her concerns with testing emergent bilingual students in English if they have yet to reach the proficiency level. Paula clearly explains her understanding and beliefs concerning the reclassification process.

We do not know how to recommend a student for reclassification because we are not trained. We will only protect the student if we do it correctly. They will be testing in a language that is not the best for them. Supposedly, all the emergent bilingual students must be tested in English because they must know English very well at that time (4th grade). But it may not be the best language. In my class, 90% of them know Spanish better than English. So, of course, I will not recommend them for English. I will recommend them for Spanish in Math because they understand the concepts better in English, so I recommend that they test it in English. The students understand math concepts better in English than in Spanish because they listen to the vocabulary more in English. So, like they have music, P.E., and art in English only, they do not take them in Spanish. So, they are listening and learning only English vocabulary in those areas. So, by the time of assessment, they will do better in the language that they are more comfortable doing in that specific topic. So, when the teachers select for a student to test all in one language, it is different from the reality of what the student can do. I have this girl; her first language is Spanish. She can get the accents in Spanish, but she is learning English faster because she doesn't like her accent in Spanish. So, you know it is how comfortable in the language. So, if they are going to be doing an assessment, they need to feel comfortable in the language of the test. (Paula Transcription 1, Pos. 30)

Paula points out an essential aspect of the reclassification process that requires teachers to make the call as to what language the student will test in. There needs to be more consistency in these decisions based on the level of language proficiency in each content. Paul's point is that a student is more proficient in the language they spend more time in during instruction and the language in which the student feels most confident.

Paula reflects on the changes in the reclassification process from 10 years of experience in teaching. She states,

> Before, we filled out all the paperwork. Now, there is a technology system, and we put the information there just like a recommendation or calibration. At the end of the test, that is the data we see, but we do not discuss it with anybody. I don't even know the people who work on all of that. (Paula Transcription 2, Pos. 7)

As Paula stated before in how teachers do not calibrate their own students writing samples for TELPAS may cause mistakes in reclassification therefore, the focus on reclassification creates inequities in DLBE. This statement also makes the point that teachers who do not calibrate their students, which may impact the trajectory of reclassification of an emergent bilingual student. Paula states,

> A first-grade teacher may rate a fourth-grade writing. We should rate our own student's compositions. When we do the calibration without knowing the student, we can make mistakes in scoring them. We did in the past but not in the last two years. (Paula Transcription 2, Pos. 36)

Paula's experience with the inconsistencies in the policies set forth by the district in the reclassification process directly affect the outcomes of emergent bilingual students who reclassify.

Theme four revealed that teachers need to be made aware of the full scope of the reclassification process at the district level. There are inconsistencies in when a student should reclassify and because the teacher recommendation document is subjective, there are differences in opinion. The teachers met what was expected of them, but once they uploaded their student data into the online system, they no longer knew the status of students' reclassification files. This

caused them concern, which included a perception of inconsistency in the system. The theme addresses the need for open communication, monitoring for consistency, and setting policies at all levels of the reclassification process between classroom-campus-district offices to ensure a seamless continuum of DLBE instruction, assessment, and placement. Theme five describes how the teacher's reflections during in the interviewing process revealed traumatic healing.

Theme 5: Traumatic Healing

The teacher interviews were insightful, and teachers were candid about their lived experiences in crossing the U.S. and Mexico border to escape different types of violence and trauma to begin a new life. Reflecting on these experiences during the interviews revealed unexpected insights into why they are dedicated to teaching, monitoring, and assessing their emergent bilingual students. This was an unexpected finding. The teachers openly shared positive and challenging aspects, creating an atmosphere where they felt free to express their thoughts and beliefs. Paula's stated previously that she feels district is not providing equal support for minorities as part of her description of the need for support in the reclassification process, this statement also reveals traumatic experience for her.

Paula's Perspective

This was evident in the powerful statement by Paula when she says, "And the district is still, or the white people are not helping the minorities. That is how I feel, but I am not supposed to discuss it. [the process of reclassification and the focus on English]" (Paula Transcription 1, Pos. 22). The teacher was referring to the white ideological beliefs and practices and feels the top-down pressures to reclassify. She sees the white power as oppressive and directly impacts emergent bilingual students. She felt free to speak what was on her mind during this interview. I felt privileged for her to share what she felt she could not share with others.

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Zara's Perspective

Zara's escape from violence has led her to a point where she can candidly express her feelings about second language learning. Opening about instances where she felt invisible or faced criticism for her accent during class enabled her to reflect deeply on her linguistic journey. This sharing of personal experiences took place in a supportive and secure environment.

Alejandra's Perspective

At the end of Alejandra's second interview, she said she found this experience enlightening in understanding her personal journey and the reasons behind her choice to become a dual language teacher. Motivated to enhance and expand her teaching practices, she aspires to be a teacher supporting all language learners' growth.

Reneé's Perspective

Reneé's reflection about the interview process confirmed her belief in multilingualism. Her ability to learn multiple languages stems from her experience in learning multiple languages as a child and understands the importance in leveraging the native language to learn new languages. Her optimistic perspective on multilingualism is therapeutic for both her and her students.

All the teachers expressed gratitude for my receptiveness to their personal stories and beliefs regarding teaching in DLBE. Through these conversations, they recognized that we have made progress yet acknowledged the need to continue working on various aspects to enhance our support for emergent bilingual students.

Among all the themes, the fifth, "Traumatic Healing," stood out as the most poignant and salient to the study's purpose. It stood out because the teachers began to think critically about the choices they make in the classroom and why they make these choices based on their lived

experiences. Their reflections were transformational in that they understand that they must continue to be agents of change and advocate for their emergent bilingual students. The interviews vividly highlighted how the participants shaped their practices based on their worldview, using specific lenses to interpret life experiences and work and the value each element adds to their professional approach.

Summary

This chapter identified the findings and key themes that emerged in the study. Five key themes emerged: (a) personal experiences and linguistic trauma on the border, (b) transformational ideologies and pedagogies, (c) tensions and contradictions caused by the goals of dual language programs and reclassification, (d) inconsistencies and lack of training in district reclassification policies, and (e) traumatic healing. The data demonstrated that all participants followed state, district, and campus expectations and guidelines in the reclassification process. They understand the requirements for reclassification and that emergent bilinguals must show proficiency in English according to state and federal guidelines. During the interviews, however, the participants' voices emerged, as well as their thoughts and feelings about teaching and evaluating emergent bilingual students for English language proficiency and the reclassification process. It was through their voices that the key themes emerged. In Chapter 5, I will discuss the conclusions surrounding the themes and provide recommendations.

CHAPTER 5: DISCUSSION

This case study focused on language ideologies to understand how dual language teachers' beliefs and perceptions account for their experience with reclassification, bilingualism, biliteracy and biculturalism. Situating their accounts on the Texas and Mexico border enabled me to connect dominant narratives and discourses of the Spanish language with the dual language teacher's ideologies (Silverstein, 1979). To do this, I used a qualitative case study methodology to collect and analyze multiple forms of data from dual language teachers at one campus. In the case of dual language teachers in DLBE programs, this case study explored their perceptions about language and language practices in evaluating their emergent bilingual student's English language academic development and readiness for reclassification. DLBE Teacher's ideas and perceptions concerning student language development varied between pluralist and monoglossic language ideologies (García & Wei, 2014; Martínez et al., 2015) as each explained how they experienced a mind shift from separating languages to using one language to leverage another. These language ideologies include multilingual and monolingual perspectives related to DLBE (De Jong, 2013). In this final chapter, I (1) outline key findings from this study, (2) add these findings to the existing literature on teacher language ideologies and how these ideologies play into the reclassification process of emergent bilingual students, (3) offer recommendations to incorporate the use of critical consciousness reflective processes in teacher preparation, and (4) suggest further research on connecting reclassification and DLBE goals into teacher preparation at large.

Findings Overview and Introduction of Themes

Using a qualitative case study methodology informed by language ideology as the theoretical framework, I presented the teacher's accounts of their experience with

reclassification, bilingualism, and biliteracy situated in their lived experiences on the Texas and Mexico border. Through this lens, I identified five themes in the data. The first theme was Personal Experiences and Linguistic Trauma on the Border. This theme represented the teachers' personal journeys as they crossed the border to live and work, learned English, and eventually became dual language teachers. The four remaining themes indicated different but interrelated aspects of language ideologies and the reclassification process. These themes were Transformational Ideologies and Pedagogies, Tensions and Contradictions Caused by the Goals of Dual Language Programs and Reclassification, Inconsistencies and Lack of Training in District Reclassification Policies, and Traumatic Healing.

These findings address my research question: What are dual language teachers' language ideologies, and how do these ideologies play into the reclassification process of emergent bilingual students? These findings answer this question by (a) understanding the teacher's language ideologies through their personal experiences as they made their choice to become dual language teachers, (b) showing how these ideologies are used to construct the linguistic practices in a dual language classroom, and (c) understanding how the ways teachers monitor and assess the emergent bilingual student for reclassification. These teachers describe how their beliefs and perceptions of second language acquisition are compromised as they must navigate two sets of goals in reclassification and DLBE programs.

In the following sections, I will discuss how each of the five themes relates to the existing literature on DLBE teacher language ideologies and how these ideologies play a role in the reclassification process of emergent bilingual students. I will also discuss new insights gained from the data. I highlight the importance of providing a space for dual language teachers to reflect and voice their personal experiences on language teaching and learning.

Theme 1: Personal Experiences and Linguistic Trauma on the Border

This theme captured the voices of the teacher's lived experiences that are the basis of their language ideologies (De Jong, 2013; Martínez et al., 2015; García & Wei, 2014; Silverstein, 1979). The teachers shared their lived experiences, including the similarities and differences in the journey from the linguistic trauma they endured in learning a second language to why they eventually became dual language teachers. This insight into their lived experiences helped to understand their language ideologies, feelings, beliefs, and perspectives and how this impacted how they monitor students' progress and assess emergent bilingual students for reclassification.

Zara and Paula's testimonials speak to the physical and emotional fear they felt as they decided to move to the U.S. to escape the terror in their native land. This decision was difficult as they did not see themselves living in another country. As they navigated through teaching in DLBE in an English-dominant society, they learned how to communicate with campus administration, parents, and their colleagues. All four teachers shared how they felt when faced with discrimination, as they were ridiculed for their accents when speaking English, which made them feel insecure. These experiences have molded them into who they are as DLBE teachers.

Consequently, all the teachers express an ethics of care for their students. They understand what it feels like to learn English on the U.S. border. They have lived and experienced many things through this journey to become a DLBE teacher. They do not want their students to struggle and feel like they do not belong. Each has their perspectives and ways of communicating with their emergent bilingual students, but they all teach with their hearts when it comes to their students. The teachers expressed that they have changed how they think about using language in the classroom towards a more flexible use of English and Spanish to help their

emergent bilingual students understand the content. The next theme will further explain this transformation and how it relates to the existing literature.

Theme 2: Transformational Ideologies and Pedagogies

This theme represents moments in teachers' accounts where they reflect on their transformation from traditional language practices in DLBE towards integrating translanguaging pedagogy into their practice. Zara believes students should not mix languages and must communicate in one language simultaneously because Spanglish is not valued. She strongly believes in maintaining language separation while speaking and perceives the mixing of languages as a deficit. This finding aligns with the research on monoglossic language ideology (Garcia & Torres, 2009). The power relationship between English and Spanish in the U.S. impacts the sociolinguistic identities of young emergent bilingual students as their English exemplifies their communal lived experiences. Language, for example, is borrowed from English and Spanish to create one linguistic repertoire. This linguistic practice of borrowing from one language to another is sometimes frowned upon by teachers as students are expected to demonstrate a more standardized English language in the classroom (Garcia & Torres, 2009).

Zara acknowledges that she compares her emergent bilingual students to her monolingual students, mainly when speaking English. She considers her white monolingual students' English as the model or exemplar for her emergent bilingual students to emulate. This finding aligns with the research on how sociolinguistic ideology views the white student as exemplifying standard academic English and believes that the brown, emergent bilinguals should strive to emulate this exemplar (Flores & Rosa, 2015). As Flores and Rosa (2015) explain, native speakers of minoritized languages, such as Spanish, are often linguistically race-marked due to dominant ideologies of purity and standardization in the U.S. Zara admits being strict in scoring the

TELPAS writing samples because she compares the writing to her white students whom she views as holding the magic key to unlock English academic language.

This practice in assessing for English proficiency impacts the reclassification of an emergent bilingual student. Similar to the studies on translanguaging and evaluating emergent bilingual students for English proficiency, this finding shows how teacher's language ideologies and perceptions impact how they evaluate for English proficiency. When evaluating a student's language proficiency, one must look at a student's full linguistic repertoire, not the perspective of the social and political constructs of English (Garcia & Torres, 2009; Otheguy et al., 2015). It should not be conflated with cultural and political language proficiency assessment when evaluating or assessing the language proficiency or the full richness, flexibility, and complexity of a student's linguistic ability.

Zara also draws comparisons between her two emergent bilingual students, distinguishing between those on the path to proficiency and the others who may require remedial services. She attributes the students' lack of motivation to speak in English to her living in Mexico, where her family and community predominantly speak Spanish. Zara believes the student does not see the purpose of learning to communicate in English because she lives in Mexico, and the dominant language is Spanish. She explicitly employs ethnoracial categories and linguistic practices, perceiving the students as requiring management and remediation based on their racialized status rather than objective linguistic features and differences (Flores & Rosa, 2015).

Reneé prefers her students to listen and read with a recording of a proficient English speaker. She believes her Spanish accent may not be an ideal example for her students. She wants her students to have the academic language in English that is necessary to pass the test. Reneé conforms to the idea that our emergent bilingual students must listen to a model English

speaker to emulate, and by doing so, they will be successful on the TELPAS assessment. Reneé's understanding is that her emergent bilingual students must learn to navigate the use of the academic English language in order for them to be successful in the schooling experience. This finding is consistent with the research on raciolinguistic ideologies. It is important to understand how teachers engage with praxis and critical consciousness in DLBE, and how they assess their students impacts how a student's linguistic abilities are interpreted (Flores & Rosa, 2015). When a DLBE teacher is asked to prepare their emergent bilingual students for TELPAS, in essence, we are asking language-minoritized individuals to negotiate their identities by navigating learning institutions governed by raciolinguistic ideologies in which specific bodies are racialized based on language use (Flores & Rosa, 2015). Language assessments such as TELPAS are socially and politically constructed. It is deemed unfair to expect dual language teachers to assess emergent bilingual students using monolingual approaches that rely on the standardized version of the given language as the guiding category (Otheguy et al., 2015).

On the contrary, those with a pluralist perspective view bilingual language practice as dynamic and transformative (García & Wei, 2014). All teachers in the study voice the belief that they welcome the transformation into translanguaging pedagogy. While the teachers adhere to the campus guidelines for DLBE instruction, their language ideologies are situated in their lived experiences as they start a new life in the U.S. and learn a new language as adults. Despite having many years of experience teaching in a DLBE program, they lack an understanding of what translanguaging looks, sounds, and feels like in the classroom. This gap particularly pertains to knowing when to incorporate targeted strategies during instruction to foster cross-linguistic connections.

Theme 3: Tensions and Contradictions caused by the goals of Dual language programs and Reclassification

This theme highlights how dual language teachers navigate both the reclassification process and the requirements and goals of DLBE. Tensions arise as they articulate the challenges of making language practice decisions and monitoring language proficiency. Teachers receive training on two platforms: dual language practices and the reclassification process. The division between two sets of goals influences the teachers' ideologies and practices, leading to tensions as they navigate both systems. At times, they feel they must go against their own beliefs and perspectives as outside influences impact the linguistic practices in the classroom.

The findings reveal that the parents of the monolingual students perceive this as an opportunity for their students to learn Spanish rather than learn the content in Spanish. These parents are not inclined to compel their child to speak in Spanish, putting the teacher in a challenging situation. They feel pressured to spend instructional time translating for the monolingual students; therefore, the fidelity to the two-way 50/50 simultaneous biliteracy DLBE program is compromised. The goal of DLBE is not for emergent bilingual students to learn English. As Medina (2022) has stated, dual language bilingual programs were created to serve our emergent bilingual students and ensure that they become bilingual, biliterate, and bicultural in a monolingual-dominant society. Bilingual students are forced to separate languages in their brains and, to their disadvantage, are not allowed to access their full linguistic repertoire when taking tests in English (Otheguy et al., 2015). Meanwhile, monolingual students are advantaged because they can translanguage and are only expected to extract a small portion of their interpersonal linguistic practice (Otheguy et al., 2015).

Contradictions exist in interpreting the goals of reclassification and the goals of DLBE programs to become literate and bilingual, which influence teachers' language ideologies. For example, Zara compares emergent bilingual students with her monolinguals when assessing them for English proficiency for TELPAS. The comparison of these two student groups shows how race and power influence her language ideologies and impact how students are evaluated for English language proficiency. This finding echoes the Cervantes-Soon et al. (2017) observation of emergent bilingual students becoming bilingual only in standardized forms of English as the native language reinforces hegemonic whiteness or the image of white language.

Another example of this contradiction is when Alejandra explains how she must spend time separating her emergent bilingual students to prepare them for the writing portion of TELPAS, which is now administered online. She recognizes that separating groups based on language is detrimental to the emergent bilingual student, as more time is spent in English to prepare them for TELPAS. These findings add to the research by Henderson (2020), which found that prioritizing these tests places the teacher in conflict with accountability measures and short-term success on these monolingual exams and the goals of bilingualism. Similarly, Cervantes-Soon et al. (2017) point out that the neoliberal logic in time spent on test preparation creates a shift in instruction to the language the student is strongest in to ensure academic success.

One of Alejandra's students made a very profound statement: "Why do the English speakers not need to take this test [TELPAS] in Spanish (Alejandra Transcription 2, Pos. 23).*?* This finding demonstrates how a student recognized and questioned unjust or inequitable practices in DLBE (Heiman et al., 2024). The student questioned why monolingual students do not have to take a language proficiency test in Spanish. The emergent bilingual student must

show English proficiency and the monolingual students are not held accountable for measuring proficiency in either language. This finding shows how students understand how they are identified as inferior based on their language use. Let us be reminded that sociolinguistic ideologies are not just actions that a teacher and student demonstrate; they permeate the constructs of assessments, and the way teachers assess language development (Otheguy et al., 2015). These DLBE teachers face daily difficulties in making decisions that impact language and race during instruction as they check for understanding and assess their emergent bilingual students.

The teachers' experiences reveal a tension between meeting the requirements and expectations of the reclassification process and the goals of DLBE. Even though teachers are trained in DLBE practices, their language ideologies contribute to reclassification. District and campus administrators do not provide the space for reflection to share teacher perspectives about DLBE. Consequently, teachers must actively engage in critical consciousness and reflect on both goals to discern their purposes and processes. As Heiman et al. (2024) explain, a part of developing and acting upon critical consciousness is recognizing who has power, how that power is activated, and how it is institutionalized. The first step is recognizing who has power. These teachers have identified these inequities as they navigate the power levels in the reclassification. However, they must activate empowerment and resist the top-down pressures that create these inequities in DLBE. DLBE teachers face unique opportunities and challenges with the student population they serve and must manage top-down administrative decisions that impact instruction (Henderson & Palmer, 2020) and interrogate these powers that oppress our emergent bilingual students with the end goal of a humanizing and liberatory education (Heiman et al., 2024).

Theme 4: Inconsistencies and Lack of Training in District Reclassification Policies

This theme highlighted the inconsistencies and absence of district policies to guide and support teachers in reclassification. The teachers stated that they need more professional development from the district in progress monitoring and tools to help them evaluate and assess language proficiency in English and Spanish for recommending a student for reclassification. Paula stated, "We do not know how to recommend a student for reclassification because we are not trained. We will only protect the student if we do it correctly" (Paula Transcription 1, Pos. 30).

The changes in the TELPAS online test administration and the recommendation paperwork, now completed online, have streamlined the campus and district-level process, making it easier to check off the accountability boxes to meet the state-mandated deadlines. This study has found that the online process has caused inconsistencies in the state's reclassification process and policies. Teachers must make decisions that affect the outcome of the reclassification of emergent bilingual students. Teachers are no longer involved in the LPAC committee to discuss students' progress; therefore, they rely on their expertise to monitor and assess their emergent bilingual students.

The teacher's subjective evaluation is a component of the reclassification process, yet these teachers either had not seen the document or never filled it out. The teachers are asked to fill out the teacher subjective evaluation for students that are not their own. The inconsistencies in who decides to reclassify a student have put the DLBE teacher in a compromising position. These findings add to Estrada's (2014) longitudinal study in an urban school district in California. The study highlighted issues such as insufficient teacher knowledge and state testing formats, as well as concerns about the validity of test results due to poor testing conditions like

individual testing within classrooms, group testing, and unfamiliar testing environments with unfamiliar teachers. Both studies underscore the importance of addressing these challenges to ensure fair and accurate assessments of students' language skills and performance to reclassify them as proficient in English.

This study found that these teachers are faced with deciding what language the student will take the STAAR test, which may impact a student's reclassification. Paula points out that students should take the STAAR test in the language and context that is most comfortable to them, as every student's proficiency level differs. However, teachers push their students to test in English based on their observations and comparisons to their monolingual counterparts. If they see that they can communicate and write effectively in English compared to their monolingual counterpart, the teacher feels they are ready to test in English.

These findings add to Cervantes-Soon's (2017) research on using such classifications as English/Spanish speakers, language majority/minority groups, or L1/L2 (first and second language) and comparing these groups even while noting that these terms do not reflect the complexity of the student's sociolinguistic realities (Cervantes-Soon et al., 2017). These categorizations in education research are essential. However, Cervantes-Soon argues that these frames fail to describe emergent bilingual students' knowledge completely. Because monolingualism has been the ideological standard in the U.S., these ideas have shaped DLBE programs and how bilingualism is viewed as two separate linguistic systems. Supporting teachers in navigating the complexities of naming categories and classifications while prioritizing students' linguistic abilities over standardized testing is crucial. It ensures a more holistic and equitable education for emergent bilingual students.

Theme 5: Traumatic Healing

While the previous themes primarily address the participants' programmatic practice and how they implement DLBE protocols, Theme Five specifically addresses the subtleties and nuances infused into their practice by their experience, values, and beliefs—their language ideologies. Understanding the richness of each participant's experiences can deeply influence their commitment to their students. Each story brings unique perspectives and insights, fostering a more empathetic and effective approach to teaching and supporting students. It captures the participants' convictions as informed by painful memories of their challenge to conform to the socio-political structures surrounding their acquisition of acceptable language skills. It reflects the trauma they endured as English language learners, and their resilience is manifested by providing a DLBE experience that minimizes the replication of this trauma among their students.

Paula, for example, when discussing her journey to learn English burdened by a prevalent non-English accent, shared, "I remember someone telling me I did not belong here, and I started to think that too" (Paula Transcription 1, Pos. 5). This finding reflects the research by Martinez et al. (2015) related to the notion of an assimilationist perspective, which adopts purist ideologies and promotes one correct or academic language which aligns with the process of the standardization of language and places students who practice non-standard language in a deficit perspective.

This perspective was reinforced by Alejandra when she stated, "At the University, I was learning the language as I got my degree. I struggled a lot, but I worked hard" (Alejandra Interview #1 Transcription, Pos. 7). She had difficulty learning English. She referred to her accent, which made it difficult. When sharing her traumatic experience in escaping violence, Zara shared, "Once I moved here, I was nobody" (Zara Transcription 1, Pos. 2). They felt

invisible in class or criticized for having a thick accent. They were undeterred by these traumatic experiences, and through time, have brought them to a place where she can use her honest voice about how she feels about second language learning. Reneé resonated with this healing and transformative experience when she stated,

> I have a student doing English and Spanish in their writing, and I let them because it is not easy for them. I have gone through it. I have gone through the process, so I know it is not easy. For me, I didn't have the help. I did have a lot of help, but we didn't have anchor charts back then. My teachers helped me a lot, but I had to give a report, and it had to be in English, and my mother helped me translate everything. (Reneé Transcription 1 and 2, Pos. 10)

These teachers' transformative attitudes and practices reflect the work of Alfaro and Bartolomé (2017), who argue that teachers must learn to identify hurtful dominant cultural ideologies and their manifestation in the classroom to be prepared to intervene and create optimal learning conditions for all their students. The teachers recognize that language ideologies are perceptions and conceptualizations about languages, speakers, and discursive practices, are permeated with political and moral interests, and are shaped in a cultural setting (Silverstein, 1979). Paula was not shy to acknowledge this when she said, "And the district is still, or the white people, are not helping the minorities. That is how I feel, but I am not supposed to discuss it. [the process of reclassification and the focus on English]" (Paula Transcription 1, Pos. 22). She and the other participants have grown in their awareness of translanguaging and preserving bilingualism. They are moving towards identifying their students' linguistic gifts and leveraging them. This perspective resonated with García & Wei's (2014) pluralist perspective of bilingual language practice as dynamic and transformative. This is a poignant reflection of language

ideologies infused with a critical consciousness. The teachers recognize how their journey to learn English, albeit traumatic, informs their DLBE practice to address inequity.

Implications and Recommendations

Let us revisit the question: Why is reclassification necessary? The reclassification process was created to ensure that emergent bilingual students receive linguistic resources and instructional support for English language attainment for academic success (TEA, 2022). However, my study shows that the reclassification process creates other challenges for dual language teachers as they implement the two-way 50/50 simultaneous biliteracy DLBE model.

Professional Development on Translanguaging Pedagogies

I recommend providing professional development in translanguaging for district administrators, principals, teachers, and parents. All stakeholders must have the opportunity to obtain a high level of understanding of the types of transformative pedagogies and why they are important to the growth and development of bilingualism, biliteracy and biculturalism for emergent bilingual students. Continuous cross-linguistic connections in all content areas with specific and intentional bridging activities to activate the metalinguistic awareness and full linguistic prowess of the emergent bilingual students is key to all DLBE programs. Teachers need continuous guidance and support in creating this learning environment to ensure that emergent bilingual students' languaging practices and full language repertoire are leveraged in the DLBE classroom.

Support from District and Campus Administration in Reclassification

The district must provide training and guidance for teachers and principals in the reclassification process. Campus administration must monitor and assist teachers as they navigate two sets of goals for DLBE and reclassification. The federal and state reclassification

policy must include language that supports the goals of the DLBE programs so that all stakeholders do not misconstrue their purpose.

This interview process provided a linguistic healing for the teachers. At the end of the interview, their effect changed to a calm release. Alejandra said this experience was therapeutic and helped her understand many things about her teaching. Paula will continue to advocate for resources in Spanish for her students because she sees the importance of speaking out and fighting for equality. This acknowledgment was an unexpected finding. It is fascinating how the interview process revealed that teachers recognized the significance of language ideologies and how they relate to their linguistic healing. This acknowledgment suggests a more profound awareness among educators of the role language plays in personal and collective identity and educational equity. By reflecting on these ideologies, teachers can contribute to creating more inclusive and supportive learning environments for students from diverse linguistic backgrounds. We do not allow teachers time to unpack their experiences and linguistic trauma as we implement DLBE programs and reclassification. This series of interviews allowed the teachers to reflect and share their experiences. This finding shows how the prospect of unpacking critical consciences is lacking in our teacher preparation, training, and professional development in DLBE. The district and campus administration must provide this space for teachers to develop critical consciousness as they navigate these systems.

As pointed out at the beginning of this chapter, this case study provides a unique perspective of four DLBE teachers' language ideologies and how these ideologies may impact the reclassification of emergent bilingual students; however, a large-scale study of this kind is recommended across Texas school districts. These findings have broader implications for DLBE and reclassification beyond the scope of this study. They highlight the need for clear guidance

and accountability mechanisms at both the campus and district levels to ensure the success and equity of such programs. With proper support and oversight, consistency in the implementation of reclassification and alignment with educational goals can ultimately impact the effectiveness of DLBE initiatives across various educational settings.

TEA to Develop a DLBE Progress Monitoring Framework

I recommend developing a Spanish/English progress monitoring framework aligned to the ELPS and Spanish language arts (SLAR) TEKS with the translanguaging theoretical lens. Incorporating language goals within the framework rubrics is essential for fostering linguistic development in two languages and ensuring students receive targeted support tailored to their needs. This approach promotes individualized learning and empowers students to thrive in their language acquisition journey. Professional development for district administrators and teachers, including teacher preparation programs, should include training on Spanish/English progress monitoring framework. With this progress monitoring framework, teachers, and students in DLBE programs will develop language goals focusing on bilingualism, biliteracy, and biculturalism.

I recommend a large-scale study be conducted across school districts in Texas that are implementing DLBE programs. This study included the perspectives of teachers along the U.S. and Mexico border; however, it is important to understand other teachers' and administrators' perspectives with different lived experiences with language. It is important to understand their language ideologies concerning reclassification and how they may impact instruction and the reclassification of emergent bilingual students.

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Researcher's Reflection

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To conclude this dissertation, I reflect on the complexity of the reclassification process and how teacher language ideology impacts this process. Navigating the intricacies of the

reclassification process can indeed be challenging. As an instructional specialist, I learned firsthand the complexity of reclassification. As a teacher, I checked the boxes when evaluating or calibrating my emergent bilingual students for the TELPAS English proficiency assessment. When I became part of the district administration, I gained insight into what the state mandates for emergent bilingual students to reclassify and the pressure to reclassify students before they enter middle school. I realized this is another high-stakes test and the ramifications and consequences that emergent bilingual students face if they do not show English proficiency by middle school. I witnessed the pressures that DLBE teachers face as they try to balance the goals of DLBE and the reclassification process. This experience led me to this case study.

Through the participants in this study, it became evident that no district policies guide and support campus administration and teachers on reclassification. These teachers' experiences crossing the border to teach in a DLBE classroom provide them with a unique perspective on their teaching and learning salient to their daily lives. They were open and transparent, and I appreciate their candor. Ultimately, teachers' language ideology affects the quality of the educational experience in DLBE programs and the reclassification process of emergent bilingual students. Expanding our view of teacher preparation to include critical consciousness as the overarching means to address DLBE programs' goals will strengthen transformative pedagogy, bring awareness to inequities and disparities, and dismantle oppressive systems. A continued focus of the need of teacher preparation to encompass critical consciousness is crucial for interpreting and implementing DLBE programs. This approach strengthens transformative translanguaging pedagogy and raises awareness of inequities and disparities, empowering educators to dismantle oppressive systems and foster more inclusive and equitable learning environments.

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APPENDIX A

2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th/12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) **Advanced High** in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above
Subjective Teacher Evaluation	**Form**: Emergent Bilingual/English Learner Reclassification Rubric				

Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability.
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- TEA Approved Norm-Reference Standardized Achievement Test (new site)
- State Assessments for English Learners
- Guidance Related to ARD Committee and LPAC Collaboration
- LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video

Emergent Bilingual (EB) Student / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)

Student's initial enrollment in Texas public school

Home Language Survey

Language used at home & by student = English

Language used at home & by student = English and any other language

Language used at home & by student = language(s) other than English

Non-EB/Non-EL (EB = 0)

Test
State-approved English language proficiency test for identification:
Pre-K to 1st grade = Listening and Speaking components
2nd to 12th grades = Listening, Speaking, Reading, and Writing components

Parent requests placement in BE/ESL

LPAC Meeting:
Below level designated for English proficiency = EB/EL
Required Bilingual and ESL Programs §89.1205(a) and (d)

Parent requests placement in BE/ESL

Yes | No

EB/EL (EB = 1)

Non-EB/Non-EL (EB = 0)

Yes | No

(PPC: 3 = BE, H = ESL) | No BE or ESL Services

Parental notification of identification and approval of placement

(PPC: 3 = BE, H = ESL) | No BE or ESL Services

Parental approval for bilingual education program placement

No, but accepts ESL program participation (PPC= A)

Parental approval for ESL program placement

Yes, Local Education Agency (LEA) under Bilingual Education Exception (PPC = E) (ALT = 01; BE and ESL = 0)

Yes (PPC = D) (BE = 2, 3, 4, or 5)

No (PPC = C) (BE, ESL, ALT = 0 / 00)

Yes (PPC = K) (ESL = 2 or 3)

Yes, Local Education Agency (LEA) under ESL Waiver (PPC = J) (ALT = 02; BE and ESL = 0)

EB/EL served through Alternative Language Program for Bilingual Education as described in the LEA's Bilingual Education Exception application

EB/EL served through Bilingual Education Program

Parent conference held on benefits of programming to confirm parental denial of services

EB/EL served through ESL Program

EB/EL served through Alternative Language Program for ESL as described in the LEA's ESL Waiver application

EB/EL with parental denial receives no BE or ESL services

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Meets reclassification criteria as English Proficient (EB = F, S, 3, 4, then 5)

Parent approves continued participation of reclassified English Proficient student in BE

Parent approves continued participation of reclassified English Proficient student in ESL

Yes | No

Yes | No

(PPC = G) | No BE or ESL Services

(PPC = G) | No BE or ESL Services

EB = Emergent Bilingual Indicator Code   PPC = Parental Permission Code   BE = Bilingual Education Program Code   ESL = English as a Second Language Code   ALT = Alternative Language Program Code

Programs That Support Emergent Bilingual Students
State Approved Program Models

Enrollment in Texas Public Schools 2021-22

APPENDIX D

Emergent Bilingual/English Learner Reclassification Rubric

Student Name: _____

Teacher Documentation

Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for emergent bilingual (EB) students/English learners (ELs), providing teacher documentation of the student's academic English language proficiency and informing the Language Proficiency As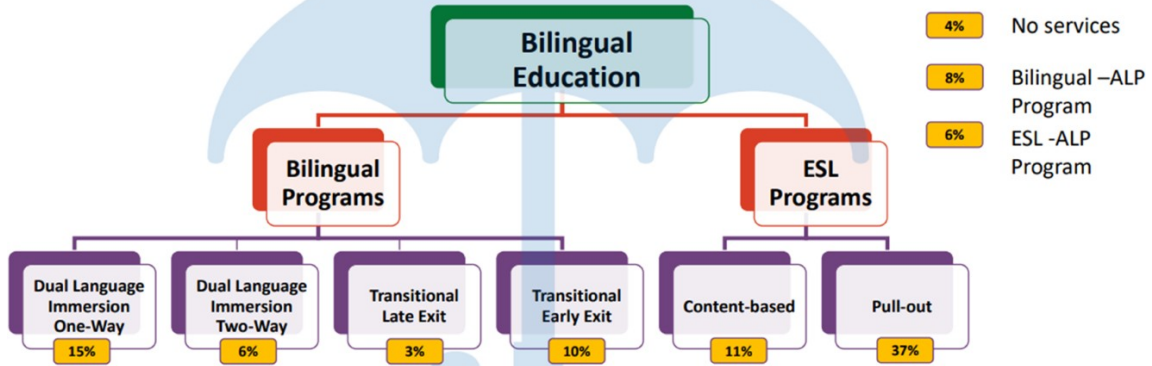sessment Committee (LPAC) of the student's readiness for reclassification as English Proficient with potential exit from bilingual/English as a second language (ESL) program services.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select **one** descriptor from the choices below)	**Description of Expressive Skills: Speaking and Writing** (Select **one** descriptor from the choices below)
☐ **Grade appropriate with no second language acquisition support needed to be successful:** Student routinely demonstrates listening and reading comprehension skills comparable to non-EB/non-EL grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	☐ **Grade appropriate with no second language acquisition support needed to be successful:** Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to non-EB/non-EL grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
☐ **Grade appropriate with some second language acquisition support needed to be successful:** Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to non-EB/non-EL grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	☐ **Grade appropriate with some second language acquisition support needed to be successful:** Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to non-EB/non-EL grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.

Comments:

This student **routinely demonstrates the readiness for reclassification as English proficient** and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports. ☐ Yes ☐ No
Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____

APPENDIX E

	Observation Protocol		

Teacher: _____   Date: _____
Lesson Content: _____
Language: _____
Emergent Bilingual Students: _____
*Monolingual Students: _____

Possible Language Practices to Observe	Teacher	Student
LANUAGING Does the teacher clarify for understanding? Student Interlocutor communication (What language is spoken?) What Language Domains are in practice (listening, speaking, reading, and writing)? Are the students and teacher using full language repertoire to communicate their understanding?		

Assessments Does the teacher assess the EB student language use? (Student tracker, Antidotal notes, etc.) What type of informal assessments are used? Do the students participate in evaluating their language growth? **LINGUISTIC ACCOMODATIONS** Uses language supports such as: • Anchor charts (cognates) • visual cues (teacher acts it out) • other modes of communication (videos) Do the language supports match the student level of language acquisition (Beginner, Intermediate, Advanced, Advanced High)?		

LANGUAGE ALLOCATION How much time spent in English and Spanish?		

    * When English speaking students enter the DLBE program, they are monolingual students. By 3rd, 4th or 5th grade they have progressed in their bilingualism. For the purposes of distinguishing between these two student groups I will refer to the students as emergent bilingual or monolingual student.

APPENDIX F

Dear＿＿＿＿＿,

You are invited to participate in a qualitative research study being conducted by a doctoral student in the College of Education at the University of Texas at El Paso. You are receiving this invitation due to your current role as a DLBE teacher. The goal of this study is to better understand the interrelatedness in top-down state-mandated reclassification requirements as it relates to language ideologies of third grade, and fourth grade DLBE teachers concerning English proficiency and the reclassification of their emergent bilingual students in their two-way 50/50 simultaneous DLBE classrooms in a Texas borderland district. It is hoped that this study can contribute to the teacher, principal, and other administrator preparation programs and professional development in districts for parents, teachers, and administrators in culturally relevant pedagogy and how language ideologies contribute to the reclassification or non-reclassification of emergent bilingual students.

If you choose to participate in this study, your role will include two interviews lasting approximately 45-60 minutes and two 45–60-minute classroom observation. The time, date, and location of the interview will be chosen according to what is most convenient for you. Interviews via videoconference is also an option. You will be asked to sign a consent form and select a pseudonym to protect your identity. All information shared will be kept secure and confidential, and you may choose to withdraw from the study at any time.

Thank you for your consideration regarding participation in this study. If you have any questions or are interested in participating, please contact the Principal Investigator, Claudia Cabrera, at ccabrera4@miner.utep.edu.

Please respond to this email with your approval to participate in this study and schedule a time to sign the consent form, first interview and classroom observation.

Thank you,

Claudia Cabrera UTEP Ph.D. Candidate

Coding Systems

Personal Experience and Linguistic Trauma on the Border

Creative Coding

Personal Experiences and Linguistic Trauma on the Border

Undertands how second language learners feel

Learned Eng as an adult

Went to school in Mexico.

belives that she can use her Span. to help EB's learn languages

Felt Invisible in class

teacher did not speak English

Degree in accounting

Stil lives in Mexico and crosses the border everyday

Teacher was a second language learner

eventhough she learned some Eng. in high school she was struggled learning English

Learned Eng. in a DL program

Had to start over in the US

knows how EBs feel She was corrected

Visuals were essential for her to learn Eng.

difficultly in learning Eng. / lack of support and resources

started to learn eng. at the age of 16

passed the written test in Eng. at UTEP

crossed the bridge everyday to bring daughters to school

She uses anchor charts for her students

does not believe "pocho" is wrong anymore

literal translations did not make since

went through beginning stages of learning a second lang.

Moved because of the violence

loves learning languages

lives on the border so wants to use both languages.

Tensions and Contradictions Caused by the Goals of DLBE and Reclassification

Creative Coding

Tensions and contradictions caused by the goals of DLBE and reclassificaion

she talks about how LPAC mtgs. used to meet now they don't

the teacher is on the committee

She has fought for resources

does not know who is on committee

Committee does not meet to discuss students

she used to learn about her students progress but not now because they do not meet

feels uncomfortable signing paperwork when she does not know student

District and campus admin. support in reclassification process

Students do not have the keyboard skills to take the test

No real prep time

Resources to prepare students

stop and prep

Cambium

No guidance from District or campus

Training

20 minute training on TELPAS

PD on the TELPAS test question changes

No training in progress monitoring

No support in data analysis

need traing in the ELPS Descriptors

provides feedback

TELPAS Data

feels like they need more resources to prep for STAAR and TELPAS

would like to know what students missed on TELPAS test

No training flipping from admin.

affect student performance on TELPAS

not able to type the written portion of the test

feels left out of the reclassification process

Feels that 3rd grade is critical for Eng. and Span proficiency

will be harder for students if they do not show lang.proficiency

campus

Teachers do not calibrate the writing portion of TELPAS

instructional coaches help

feels like teachers should calibrate because they know the student

If teachers don't ask for help they do not get it

Inconsistencies and Lack of Training in District Reclassification Policies

Creative Coding

Traumatic Healing

Creative Coding

Tramatic Healing

↓

Teachers reflected and make connections to past experiences

believes parent support is crucial for DL program success

Believes that its the attitude about the language

believes parents lang ideologies influence student lang. learn

Believes attitude about language is tied to where they live Mexico or U.S.

Believes in building from the native language

wants to maintain native language in a DL program

Does not want the student to get frustrated

Pocho is translanguaging

believes accents are a detrament in learning a

a student does not like her accent in Spanish so prefers Eng

Compares EB's with Monolingual Eng. Students

Belives Mono students are excellent writers

has students listen to a model speaker

Believes in balanced bilingualism and strict seperation of lang

Equity in DL for pressures for EB to learn Eng. Not Mono in Sp.

feels more Eng. on campus for Mono Students

Top Down Power- white people are not helping minorities

Mono students complain about speaking Spanish

She has fought for resources

VITA

B.S.W., M.Ed. (ella/she/her/hers) Is a native of Texas and the U.S. Mexico borderland, educator, mother, dual language teacher, instructional specialist, researcher, and a doctoral candidate in the Literacy/Biliteracy strand in the University of Texas at El Paso's (UTEP) Teaching, Learning, and Culture program. She has worked as a teacher in bilingual and dual language bilingual education programs in Austin Independent School District (ISD), Lake Travis ISD, and Canutillo ISD. She has work as an instructional specialist in the Academic Language Department for Ysleta ISD. She worked as the Director of Dual Language Programs for Bright Scholar Public Schools and is now the Assistant Director of the 1882 UTSA Dual Language Community Lab Schools Partnership. Her research is driven by her goal for equity for emergent bilingual students in dual language bilingual education programs.