



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 02/03/2022 9:36 AM ET by Lopez, Daisy

#### Submission Type

<b>RRB Number</b>	2022-1761
<b>Study Title</b>	Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support
<b>Event Type</b>	New Submission defined 02/03/2022
<b>Schools Participating</b>	<i>No answer provided.</i>

#### Please read the following carefully:

-Select "New Submission" if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

-Select "Entry of RRB project that was previously-approved outside of IRBManager" if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

-Select "Modification/Continuing Review of RRB Project Previously approved outside of IRBManager" if you would like submit a modification for a study that was approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).

#### Type of Submission

New Submission

#### Pertinent CPS Documentation

#### Submitter

Lopez, Daisy

**Email:** dlopez124@cps.edu

**Phone:**

## **Overview of Pertinent CPS Documentation**

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website [here](#). Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

### **External Research Study and Data Policy**

✓ I have read and understood the External Research Study and Data Policy

### **CPS RRB Guidelines**

✓ I have read and understood the CPS RRB Guidelines

### **CPS Equity Framework**

✓ I have read and understood the CPS Equity Framework

### **CPS Vision**

✓ I have read and understood the CPS Vision

### **CPS Volunteer Policy**

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

## **Study Personnel Details**

### **Study Title**

Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support

**Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?**

No

**Primary Study Organization/University**

DePaul University

**Principal Investigator**

Lopez, Daisy

**Expirations:**

**Background  
Check  
Level:**

**PI Organization**

Chicago Public Schools

**If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.**

User had the option to start a different form here.

**Are there any other study contacts?**

No

*If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.*

**Is the Principal Investigator a Student?**

No

**Is the researcher a CPS Staff Member?**

Yes

**CPS Affiliation**

Assistant Principal

*Are you a CPS employee? If so, please select from one of the following.*

**Funding and Intervention Information**

**Is this project contracted by the CPS Board of Education?**

No

**Is a funding source associated with the proposed research?**

No

**Select the option that applies to your study**

My study will be occurring District-wide

**Will this research require any in-person interaction or intervention activities?**

No

**Please check all of the following that apply to your research protocol:**

Interviews

**Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.**

The participants will consist of at least one dual language and at least two novice teachers. The interview process will continue for one to two months in order to get a diverse range of data. Prior to beginning the interview process, I will have the participants sign the consent form electronically. The virtual interviews will be 60 minutes long and two interviews will be scheduled, the second one as a follow up of the first. The interviews will be transcribed looking for similarities, differences and finding themes and developing categories. Pseudonyms will be used with any information shared (school name, teacher name, neighborhood, etc). Semi-structured interviews will be planned to use a protocol with questions and probes to obtain response clarity or additional information (Johnson & Christensen, 2017).

**Does this involve video, audio, or photograph recording?**

Yes

**Please describe the protocol for audio/video recording**

Before beginning the interview, I am going to ask if they consent to being recorded for the purpose of transcribing. The participants voice will be recorded. The participants are able to turn off their cameras during the interview.

**Please describe how data will be captured and stored securely**

The interview recording will be kept in a locked folder of my personal laptop. In June and July of 2022, the interviews will be transcribed and coded. The data will continue to be analyzed during the of 2022 and the dissertation to be drafted.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Consent Forms, Interview Protocol, Google Form Survey

Interview Protocols

**Will this research require the use or access of existing CPS data?**

No

**Will this research require the use or access of existing non-CPS data?**

No

**Study Details**

**Please select all of the following that will be participating in the study?**

Teachers

**Has this project been reviewed by an Institutional Review Board (IRB)?**

Yes, and it was approved

**IRB of Record Name**

Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support

**IRB Protocol Number**

2021-464

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

IRB Approval IRB Letters

**IRB of Record Primary Contact Email Address**

jbloom8@depaul.edu

**Please select your primary area of research from the following:**

The paper focuses on: recruitment and retention of dual language teachers as well as the need for dual language programs in Chicago.

02/03/2022 • Lopez, Daisy • *Not Internal*

Other

**Secondary Study Subject(s)**

Language/Culture  
School Structure/Functions  
Teachers  
Teaching and Learning

**Study Overview**

## **Executive Summary or Abstract**

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

Dual language education programs have proven to be successful for students in schools across the United States in responding to local needs and communities (Arias & Markos, 2018). Students in dual language programs need qualified, certified dual language educators who provide them the cultural and linguistic instruction needed at school (DeMatthews & Izquierdo, 2017). The federal Every Student Succeeds Act (ESSA) was passed in 2015 and provides language that advocates for an equitable education for English learners (ELs). ESSA provides recommendations for states, therefore leaving it up to each state to determine how they ensure that ELs are receiving an equitable education. Part of receiving an equitable education includes providing support for teachers.

The following research proposal focuses on dual language teachers and their perceptions of mentoring and induction in their first years as educators. Identifying the experiences and perceptions of mentoring and induction of dual language teachers and their mentors within Chicago Public Schools will lead to finding the alignment to the current shortage of bilingual education teachers in Illinois. The shortage of bilingual education teachers in the United States and the state of Illinois specifically is found in the Illinois State Board of Education Supply and Demand 2020 Report (ISBE). For the last three years, bilingual education has been named as an area of high teacher vacancy only after special education. One on one mentoring in the first and second years of a teacher are also associated with higher teacher retention rates and improved student success. This study will begin in the Spring of 2022 and consist of interviewing three to five dual language teachers and coordinators at the school level.

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

This qualitative study aims to understand the lived experiences of novice dual language teachers and the importance of having a mentor in order to ensure success in the classroom. For this specific study, I will be using the convenience sampling strategy, using a network of dual language teachers, leaders, and mentors to recruit and select the participants. Convenience sampling is a type of nonrandom sampling where the participants are members of the target population, are easily accessible, and are willing to participate in the study (Suen et al., 2014). Using my network of central office leaders and administrators, I will begin by contacting school principals, assistant principals, district leaders, and dual language teachers in search of participants who are readily available for data collection. The initial email will include a survey asking potential participants to provide their contact information and current position. This basic interpretive qualitative study calls for convenience sampling because it ensures that the knowledge gained is representative of dual language programs in Chicago (Suen et al., 2014).

Teachers will be selected from different neighborhoods in Chicago, all employed by Chicago Public Schools and working in dual language schools. The reason for selecting teachers in dual language schools is to be able to gather data related to the shortage of bilingual education. This data collection will align the mentoring and induction experiences of dual language teachers in order to find themes amongst this specific population of educators. The first step will be to send a survey through google form to all the dual language schools, the Office of Language and Cultural Education within the Chicago Public Schools, and the Chicago Teacher's Union's Latinx Caucus to recruit mentors, dual language coordinators, and novice dual language teachers to participate. The participants selected must show that they are mentors and leaders involved in the planning and preparation of a dual language program or a novice dual language teacher. The characteristics of the participants desired in the initial communication include the following:

- Novice dual language teachers in their first to three years teaching in a one-way or two-way dual language program.
- Mentors of dual language teachers preferably dual language teachers themselves, but not required.
- Bilingual/ Dual Language Coordinators at the school level.

The interviews will be recorded, transcribed and coded to find common themes. Participants will be notified of the recording on the consent form and prior to beginning the google meet interview. After being transcribed, I will circle and highlight common themes and trends which will lead to the findings section (Ravitch & Carl, 2016).



There are approximately a total of forty schools within Chicago Public Schools that currently have dual language education programs. The research study focuses on how novice dual language teachers, mentors, and dual language coordinators perceive the role of mentoring supports in the field as well as how leaders influence the way dual language teachers become transformative leaders within their school and community. In this research study, rich, thick descriptions and triangulation will be used to confirm findings (Merriam & Grenier, 2019). Triangulation will build on the study to cross-check information and findings through the use of multiple strategies used to find themes. (Christensen & Johnson, 2017).

Research on mentoring classroom teachers in the United States is broad, however, there is little research on mentorship for dual language education teachers and how we can reduce the shortage of dual language and bilingual education teachers across the country. The purpose of this basic interpretive qualitative study is to discover how the support that novice dual language teachers receive from their mentors and school leaders impact teacher satisfaction, teacher retention, and student learning. This study will inform the development of dual language education programs and the support provided for dual language teachers that will be specifically implemented within Chicago Public Schools. Through this study, I will find common trends and solutions for the high turnover and shortage of dual language education teachers. The research proposal is guided by the following questions.

#### Research Questions

1. How do novice dual language teachers and bilingual/dual language coordinators perceive the role of mentoring?
2. What type of mentoring do dual language teachers need to succeed in their first years in the classroom? Are they receiving the supports needed?
3. To what extent do mentors and leaders in dual language education programs use a reflective process to inform their mentoring and induction processes?

## **Purpose and Literature Review**

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

The research study findings will inform possible improvements to how school and district leaders as well as mentoring programs for dual language teachers can be implemented. Gaps in research call for a qualitative basic interpretive research study to understand the working conditions and demands as dual language teachers, their perceptions of mentoring and their relationships with their mentor, principal, and assistant principal. As the researcher, I will be using an interpretive and descriptive qualitative approach that will guide me in discovering and understanding the perspectives of the participants (Merriam & Grenier, 2019).

Mentoring and other induction support are critical components for novice educators. ELs require more specialized instruction which can lead to burnout from the stress of students performing well on English standardized exams and successfully instructing students in both languages (Soltero, 2011). Dual language teachers specifically are faced with complex and inconsistent policy mandates (Palmer, 2018). Palmer wrote about the importance of promoting leadership amongst dual language teachers in order to ensure that cultural and linguistic needs of students are being met.

In their qualitative analysis, Casey et al. (2013) explored the experiences of novice bilingual education and special education teachers on the job, specifically looking at teachers who completed an alternative certification program. They found that bilingual education teachers faced the following challenges: time management, knowing what to teach, meeting the academic needs of individual students, lesson planning, and classroom management. They found that 56.7% of bilingual education teachers who participated in the survey needed assistance in mandated bilingual education procedures and lesson planning, 60% needed assistance in the overall curriculum, 36.7% needed support on individual student needs, and 66.7% help with bilingual education paperwork (Casey et al., 2013). The recommendations for this study state that teacher preparation programs and school districts need to take steps to plan the support needs of novice teachers to increase the quality of programs (Casey et al., 2013).

Leaders at both the school level and teacher preparation programs can collaborate to ensure that novice teachers are supported in their first years considering the challenges dual language teachers are faced with. In their research, Rodríguez- Mojica et al., question what it means to be a qualified dual language teacher as well as how school leaders and universities ensure that they are preparing dual language teachers adequately (2019). Dual language educators have to be prepared to teach the curriculum in two languages, meaning that they have to have a strong sense of vocabulary in both languages. In their autoethnography, Rodríguez- Mojica et al. found that the following educator realized that he was not acknowledging the funds of knowledge students came to school with. Fernando's family used *nadien* at home which is what Fernando wrote in his paper. However, his teacher crossed off *nadien* and wrote *nadie* sending Fernando the message that the

language his family used did not belong in a classroom. In his autoethnography, this educator states joining the bilingual teacher preparation workforce to mentor and train novice educators to eventually break this cycle (Rodriguez-Mojica., 2019).

The bilingual education teacher shortage can be improved by ensuring that teacher preparation programs have set standards that expand on the pedagogical sociolinguistic ideas of future educators (Arias & Fee, 2018). Teacher preparation programs can help future educators engage in the process of developing their ideological clarity which will lead to knowledge of the cultural and linguistic assets that their students bring to the school and classroom community. Before being able to help their students grow, teachers have to be able to self-reflect as part of their professional learning as educators (Alfaro, 2019).

In their qualitative study, Fránquiz et al. found strategies that can be utilized when training pre and in service dual language educators (2019). The steps include creating professional development spaces where teachers can use their own ideological clarity to build on the curriculum in response to the needs of the community as well as creating a space where translanguaging is embraced. Teachers also learn about the history, laws, and policies that impact their students including their cultural and linguistic human rights. Finally, use the funds of knowledge that students and their families bring to the school community (Fránquiz et al., 2019). The study consisted of the researchers using the critical pedagogy theory of dialogue, reflection, and action to analyze how two teachers in a transfronterizo community (borderland) use identity texts in their dual language classrooms (Fránquiz et al., 2019). The teachers in the study use identity texts to teach a unit on immigration. The students and their families engaged in dialogue and were able to create their own identity texts based on their own immigration narratives (Fránquiz et al., 2019). Through analyzing texts, the students were able to pose problems on complex social justice issues and eventually will be able to take action and transform the world.

## Research Activities and Student/Staff Involvement

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

The first step of data collection is an initial google forms survey that will be emailed to all of the principals, assistant principals, district leaders, mentors and novice teachers working in a dual language setting or context. The initial survey will be used to recruit participants. The questionnaire will allow the researcher to measure a set of themes and from there select the number of participants for the interview and observation data collection (Johnson & Christensen, 2017). The google form will ask the potential participants for the following: name, email, phone number (optional), current role, school, and provide an explanation of the research project. Once the google forms are submitted, I will be able to determine 3-5 participants to be interviewed through a google meet. The participants will consist of at least one dual language and at least two novice teachers. The interview process will continue for one to two months in order to get a diverse range of data. Prior to beginning the interview process, I will have the participants sign the consent form electronically. The virtual interviews will be 60 minutes long and two interviews will be scheduled, the second one as a follow up of the first. The interviews will be transcribed looking for similarities, differences and finding themes and developing categories. Pseudonyms will be used with any information shared (school name, teacher name, neighborhood, etc). Semi-structured interviews will be planned to use a protocol with questions and probes to obtain response clarity or additional information (Johnson & Christensen, 2017).

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

This qualitative study aims to understand the lived experiences of novice dual language teachers and the importance of having a mentor in order to ensure success in the classroom. In this section, I will explain the data collection and analysis process. For this specific study, I will be using the convenience sampling strategy, using a network of dual language teachers, leaders, and mentors to recruit and select the participants. Convenience sampling is a type of nonrandom sampling where the participants are members of the target population, are easily accessible, and are willing to participate in the study (Suen et al., 2014). Using my network of central office leaders and administrators, I will begin by contacting school principals, assistant principals, district leaders, and dual language teachers in search of participants who are readily available for data collection. The initial email will include a survey asking potential participants to provide their contact information and current position. This basic interpretive qualitative study calls for convenience sampling because it ensures that the knowledge gained is representative of dual language programs in Chicago (Suen et al., 2014).

Teachers will be selected from different neighborhoods in Chicago, all employed by Chicago Public Schools and working in dual language schools. The reason for selecting teachers in dual language schools is to be able to gather data related to the shortage of bilingual education. This data collection will align the mentoring and induction experiences of dual language teachers in order to find themes amongst this specific population of educators. The first step will be to send a survey through google form to all the dual language schools, the Office of Language and Cultural Education within the Chicago Public Schools, and the Chicago Teacher's Union's Latinx Caucus to recruit mentors, dual language coordinators, and novice dual language teachers to participate. The participants selected must show that they are mentors and leaders involved in the planning and preparation of a dual language program or a novice dual language teacher. The interviews will be transcribed and coded to find common themes. After being transcribed, I will circle and highlight common themes and trends which will lead to the findings section (Ravitch & Carl, 2016).

## Benefits and Commitment to Equity

## Benefit to CPS

### **Which (if any) CPS vision goals does your research support?**

*No answer provided.*

*[Click here to access more information on the CPS Vision Goals.](#)*

### **Which (if any) of the CPS core values does your research support?**

Academic Excellence  
Community Partnership  
Continuous Learning  
Equity  
Student Centered  
Whole Child

### **Please describe how your project supports each of the core values selected above.**

In 2021, 46.6% of CPS students identify as Hispanic/Latinx/Latino, making them the largest racial minority in the school district and 18.8% of CPS students are classified as English Learners. These numbers have increased the need for bilingual education endorsed, certified and qualified teachers. With the number of Latinx students increasing within Chicago Public Schools, the need for activism has also increased. My proposed study will also look for trends in how teachers and dual language coordinators have advocated for dual language education programs. As stated in my research proposal, dual language programs benefit the Latinx community by helping students receive support in Spanish and allowing for them to be bilingual, biliterate, and bicultural. In two-way dual language programs, such as Inter-American Magnet School in Lakeview, non-Latinx students also benefit because they receive an education that is also bilingual, biliterate, and bicultural. Although the Latinx community continues to be a growing student population within CPS and there has been some recognition of the community, there have been few efforts from the district that target the Latinx community and it is evident in the fact that the teaching force of CPS is largely White (Morales et al., 2016). As of 2020, only 21.4% of teachers identify as Latino/Hispanic/Latinx and 18% of school principals (Chicago Public Schools, 2020).

### **How does this project support the district broadly?**

Offering more dual language programs with highly qualified bilingual education teachers can lead to encouraging the integration of linguistically and racially diverse students (Morales et al., 2016). Following what has already been advocated for within Chicago Public Schools, numerous public schools in Chicago will be used as the sites under study. Being at more than one site will allow me as the investigator to find the trends from school to school. This study is bound to dual language teachers because (a) research shows that there is a shortage of bilingual education teachers in the state of Illinois, (b) bilingual education teachers show a high turnover, and (c) students labeled as ELs need their language and cultural needs met in order to ensure success in the classroom.

## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

As a dual language student, teacher, leader, and Latina, I am a member of the bilingual/Latinx community of Chicago Public Schools. In building a relationship with the participants, I will be able to relate to them because I have similar cultural, professional, and linguistic needs. Instead of coming in as a school leader, I will enter the community as a member. In this process, the strategy of reflexivity to actively engage in critical self-reflection about potential predispositions and biases will be utilized consistently (Christensen & Johnson, 2017). I will reflect on the conversations as well as the way I can relate to the participants. Awareness of the negative stigma behind the word bilingual in schools, can help dual language teachers become the voice for themselves, their colleagues, their students and their families. Bilingualism in schools is typically associated with low income immigrant families which is associated with the marginalization of communities of color (Rodríguez-Mojica, Briceño & Muñoz-Muñoz, 2019). Dual Language teachers must be confident in their role as advocates because they know it is the program that best meets the needs of their students, especially in confronting matters of equity for quality based dual language education. Entering the profession, teachers should be prepared to work with social and political controversies surrounding dual language education (Alfaro, 2019). When two languages are present in the school, classroom, and community, there tends to be greater awareness given to the majority language, in this case, English. Dual language teachers can find difficulty in achieving linguistic

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*



and cultural equity in their classroom. Studies have shown that students who speak English as their native language naturally lean towards English in both whole group and small group lessons. In small group lessons, they tend to speak over Spanish speaking peers. Being said, Lucas & Greenberg (2008) state that dual language teachers need 'awareness of the sociopolitical dimensions of language use and language education' (Alfaro, 2019). Similarly, Latinx dual language teachers have felt that school administrators have treated them differently compared to their anglo dual language teacher peers, again proving the need for teachers to be aware of systemic racism both in the workplace and within the community as a whole.

**How are your research activities accessible to individuals with disabilities?**

Individuals with disabilities are able to participate in the study as it will be virtual interviews using a device (phone, tablet, computer, etc.)

**Are your research activities translated into languages other than English as appropriate for the community?**

The participants are teachers, therefore, the materials will not need to be translated. Eventually, I would like to translate the dissertation to Spanish to honor my grandparents/parents as well the Latinx immigrant families I have had the honor to work with in CPS schools.

**Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address	CPS Supporter Details
Lopez, Daisy <b>Email:</b> dlopez124@cps.edu <b>Phone:</b>	Principal Investigator

**Link to New Contact Form**

User had the option to start a different form here.

**How will you share your research findings with the population(s) you are studying?**

When the dissertation is completed, it will be shared with the participants. All of their information will be anonymous in the research process. Pseudonyms will be used to present the data as well as the dissertation.



## Research Activities

### Start Date of Recruitment

03/21/2022

### End Date of Recruitment

04/25/2022

### Please provide the date that you will begin primary data collection

04/25/2022

### Please provide the end date of primary data collection

07/30/2022

### Please provide the date that you will begin analysis

07/30/2022

### Please provide the end date of analysis

10/29/2022

### Please provide the approximate date that you will finalize your research report.

02/25/2023

### Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The final product is will be the doctoral dissertation at DePaul University. With the guidance of my dissertation committee, the edits will be made. The dissertation will be defended during the Winter quarter of 2023. The dissertation committee includes:

Dr. Sonia Soltero, ssoltero@depaul.edu

Dr. Sung Park-Johnson, sparkjoh@depaul.edu

Dr. Barbara Riekhoff, BRIECKHO@depaul.edu

### Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

**Will this study involve study subject randomization or a control group?**

No

**Will your research employ study-subject deception or non-disclosure?**

No

**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

No

**Does this study involve the use of educational technology?**

No

## **Study Population**

**Will you be submitting a secondary Data Request?**

No

**RRB Protocol Number**  
2022-1761

*This is your assigned RRB Number.  
Please reference this in any data  
request associated with this study.*

### Study Subject Inclusion Criteria

Novice dual language teachers in their first to three years teaching in a one-way or two-way dual language program.

Mentors of dual language teachers preferably dual language teachers themselves, but not required.

Bilingual/ Dual Language Coordinators at the school level.

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

### Study Subject Exclusion Criteria

The participants are to be currently novice dual language teachers meaning that they are in their first to third year teaching in the field. The participants will also include bilingual or dual language Coordinators or mentors currently working with novice dual language teachers.

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

### Please select all special populations that may be targeted for your study

Bilingual  
Economically Disadvantaged  
English Language Learner  
Multilingual Learners

### Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

There are no direct benefits to the participant, but the participant may indirectly benefit from the research by reflecting on your experience as a dual language educator in Chicago Public Schools.

By focusing on our current practice, we are able to find gaps and find solutions for those gaps.

### Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

I understand that we will be discussing your personal experiences as an educator. You may feel uncomfortable or embarrassed (or sad or angry) about answering certain questions. You do not have to answer any question you do not want to. We have created a code number for you that will be on our records, instead of using your name.

(For the Participants)

**How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

The participants do not have to answer any questions they do not want to. We have created a code number for them that will be on our records, instead of using their name.

**What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

The following information can be found on the participant consent form: Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

**Will you compensate study subjects?**

No

**Study Recruitment**

**Outline every aspect of the recruitment process for teacher participants.**

The first step of data collection is an initial google forms survey that will be emailed to all of the principals, assistant principals, district leaders, mentors and novice teachers working in a dual language setting or context. The initial survey will be used to recruit participants. The questionnaire will allow the researcher to measure a set of themes and from there select the number of participants for the interview and observation data collection (Johnson & Christensen, 2017). The google form will ask the potential participants for the following: name, email, phone number (optional), current role, school, and provide an explanation of the research project. Once the google forms are submitted, I will be able to determine 3-5 participants to be interviewed through a google meet.

**Please attach all recruitment materials not attached elsewhere (Optional).**

*No answer provided.*

**Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).**

*No answer provided.*

**Identify study team members who will recruit subjects.**

Myself as the doctoral candidate and Dr. Sonia Soltero, my dissertation chair, but it will mostly fall on me as the primary investigator.

**Will this research involve screening procedures**

No

**Compliance****FERPA**

*For more information on FERPA, click here.*

**Is any aspect of this research subject to FERPA?**

No

**ISSRA**

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

No

**PPRA**

*For more information on PPRA, click here.*

**Is any aspect of this research subject to PPRA?**

No

**Permission, Confidentiality, and Security****Attach a draft of the permission letter that will be sent to school Principals**

*No answer provided.*

*Please note that Principals have final authority over what happens in their schools.*

**How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.**

The following information can be found on the consent form: The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. Some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. If they look at our records, they will keep your information confidential.

**Describe the data confidentiality or security provisions that will be in place for all research data.**

Pseudonyms will be used throughout the entire process. During the google meet interview, teachers can choose to change their name and hide their picture, so that it remains confidential.

**How will you store participant data?**

With codes

*These details must be included in all applicable consent forms*

**Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.**

The participant data will be store in the primary investigator's personal computer (to avoid using the CPS device). I will be able to lock the folder, so that I am the only one able to access the information. The laptop also has a password that only I know and access any documents stored in the computer.

**Will you keep participants' contact information on file after the data have been collected?**

No

**Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?**

No

**What will you do with the data once the research has been completed (choose all that apply)?**

Destroy the data immediately after study conclusion.

*Please note that the district discourages storing study data for longer than three years after study completion.*

**Attachments**

**Please attach all miscellaneous attachments**

*No answer provided.*

*If you are resubmitting your protocol following initial review, please attach your response letter here.*

**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

No

**Acknowledgements**

## Acknowledgements

### Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

## Submission Date

02/03/2022



**All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:**

**CPS RRB/Data Request ePay System**

**RRB Protocol #**

2022-1761

**Payment Confirmation Number**

Paid by check

**Load Initial Submission into IRBManager**  
**- Submitted 02/03/2022 9:37 AM ET by System, The**

**Research Office Pre-Review**  
**- Submitted 02/07/2022 2:58 PM ET by Dickson, Sarah**

**Pre-Review**

**RRB Number**

2022-1761

**Ready for Review**

Ready for Review

**Type of Review**

Full Board

**Primary Reviewer**

Branson, Rosaella

**Comments for Reviewer**

N/A

**Supplementary Site Output**

*No answer provided.*

**School Contacts**

*No answer provided.*

**Administrative Reviewer**

Dickson, Sarah

**Email:** skdickson@cps.edu

**Phone:**

**Payment Received**

Yes

**Current associated projects**

N/A

**Associated Projects**

No answer provided.

*Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.*

**Primary Reviewer Recommendation**  
**- Submitted 03/23/2022 12:06 PM ET by System, The**

**Primary Reviewer Recommendation**

**Primary Reviewer Recommendation**

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Johnson, Clay	Revise and Re-Submit	01/01/0001	02/12/2022	03/23/2022

Concern generally with district benefit from receiving access to a final dissertation, no interventions or program improvements are proposed, only opinion/experiential interviews about current CPS practice and mentoring offerings. Lack of clarity on use or need for follow-up interviews

**Reviewer Notes**

Concern generally with district benefit from receiving access to a final dissertation, no interventions or program improvements are proposed, only opinion/experiential interviews about current CPS practice and mentoring offerings. Lack of clarity on use or need for follow-up interviews

**Post Primary Reviewer Processing**  
**- Submitted 03/28/2022 12:21 PM ET by Dickson, Sarah**

**Office Processing**

**Ready to be Placed on Agenda?**

Ready to be Placed on Convened Board Agenda

**RRB Meeting Date**

03/25/2022

## Under Convened Board Review

- Submitted 03/28/2022 12:46 PM ET by Dickson, Sarah

### Post Board Meeting Processing

**Do not process this stage until after the board meeting**

#### Post Board Determination

Approve

##### Approval Actions

Conditional Approval

##### Post Board Summary for Researcher

Please confirm the following:

- 1) None of the staff you plan to recruit for participation in research activities represent a conflict of interest or report to you in any capacity. Please review section VI.B of the policy for external research at <https://policy.cps.edu/download.aspx?ID=178>
- 2) Please provide detail regarding how and when staff will be contacted for a second interview.

*If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.*

*If this submission requires re-submission with changes, the information above will be included in an email.*

#### Follow Up Required

No Follow-up required

#### Background Check Determination

##### Reviewer recommendation for Background Checks

No

##### Display Proposed Study Participants

Teachers

##### Display Study Interventions

Interviews

##### Display Study Contacts

##### Office determination of background check level required for this study?

No Background Check

*Please select the level of background check required for researchers involved with primary data collection?*

**Approval Date**

03/28/2022

**Approval Period in number of months.**

12

**Notes for Letter**

N/A

*Please add "N/A" if no other notes are needed  
and no background check is required.*

**After you click "Next" and "Submit", this form will automatically generate an approval letter and will allow you to proof read it in a separate stage.**

**Determination Letter Finalization**  
**- Submitted 03/31/2022 2:02 PM ET by Dickson, Sarah**

**Review Generated Letter and Confirm Before Sending**

**RRB #**

2022-1761

**Study Title**

Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support

**Principal Investigator**

Lopez, Daisy

**Email:** dlopez124@cps.edu

**Phone:**

**Redisplayed Board Determination**

Approve

**Determination Letter**

**In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.**

Name	Type	Date	This determination letter will be automatically attached to an email being sent to the principal investigator.
RRB#2022-1761- Daisy Lopez 2022-03-28.docx	Determination Letter	03/28/2022	

**Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.**

New Submission defined 02/03/2022

**Additional Attachments to Decision Email**

*No answer provided.*



### Notes for Determination Email

*No answer provided.*

#### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
------	------	-----------------------------

Lopez, Daisy	Principal Investigator	Missing
--------------	------------------------	---------

**Please use the text box above to indicate the background check level required or any other pertinent information.**

No Background Check

#### Background Check Level Justification

N/A

#### Other Notes in Letter

N/A

### RRB Meeting Date for Acknowledgment of Final Determination

05/06/2022

*Please select the next meeting date of the RRB.*

**Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.**

04/14/2022

**Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support**

Daisy López

College of Education, DePaul University

RRB Application Chicago Public Schools

DePaul University IRB Approval Received, November 10th, 2021

**1) Executive Summary or Abstract:**

Dual language education programs have proven to be successful for students in schools across the United States in responding to local needs and communities (Arias & Markos, 2018). Students in dual language programs need qualified, certified dual language educators who provide them the cultural and linguistic instruction needed at school (DeMatthews & Izquierdo, 2017). The federal Every Student Succeeds Act (ESSA) was passed in 2015 and provides language that advocates for an equitable education for English learners (ELs). ESSA provides recommendations for states, therefore leaving it up to each state to determine how they ensure that ELs are receiving an equitable education. Part of receiving an equitable education includes providing support for teachers.

The following research proposal focuses on dual language teachers and their perceptions of mentoring and induction in their first years as educators. Identifying the experiences and perceptions of mentoring and induction of dual language teachers and their mentors within Chicago Public Schools will lead to finding the alignment to the current shortage of bilingual education teachers in Illinois. The shortage of bilingual education teachers in the United States and the state of Illinois specifically is found in the Illinois State Board of Education Supply and Demand 2020 Report ([ISBE](#)). For the last three years, bilingual education has been named as an area of high teacher vacancy only after special education. One on one mentoring in the first and second years of a teacher are also associated with higher teacher retention rates and improved student success. This study will begin in the Spring of 2022 and consist of interviewing three to five dual language teachers and coordinators at the school level.

**Researcher Status and Title:**

Daisy Lopez, Doctoral Candidate

DePaul University

Assistant Principal, Luther Burbank Elementary School

**3) Research Question, Hypothesis and Methodology:**

This qualitative study aims to understand the lived experiences of novice dual language teachers and the importance of having a mentor in order to ensure success in the classroom. For this specific study, I will be using the convenience sampling strategy, using a network of dual language teachers, leaders, and mentors to recruit and select the participants. Convenience sampling is a type of nonrandom sampling where the participants are members of the target population, are easily accessible, and are willing to participate in the study (Suen et al., 2014). Using my network of central office leaders and administrators, I will begin by contacting school principals, assistant principals, district leaders, and dual language teachers in search of participants who are readily available for data collection. The initial email will include a survey asking potential participants to provide their contact information and current position. This basic interpretive qualitative study calls for convenience sampling because it ensures that the knowledge gained is representative of dual language programs in Chicago (Suen et al., 2014).

Teachers will be selected from different neighborhoods in Chicago, all employed by Chicago Public Schools and working in dual language schools. The reason for selecting teachers in dual language schools is to be able to gather data related to the shortage of bilingual education. This data collection will align the mentoring and induction experiences of dual language teachers in order to find themes amongst this specific population of educators. The first step will be to send a survey through google form to all the dual language schools, the Office of Language and

Cultural Education within the Chicago Public Schools, and the Chicago Teacher's Union's Latinx Caucus to recruit mentors, dual language coordinators, and novice dual language teachers to participate. The participants selected must show that they are mentors and leaders involved in the planning and preparation of a dual language program or a novice dual language teacher. The characteristics of the participants desired in the initial communication include the following:

- Novice dual language teachers in their first to three years teaching in a one-way or two-way dual language program.
- Mentors of dual language teachers preferably dual language teachers themselves, but not required.
- Bilingual/ Dual Language Coordinators at the school level.

The interviews will be recorded, transcribed and coded to find common themes. Participants will be notified of the recording on the consent form and prior to beginning the google meet interview. After being transcribed, I will circle and highlight common themes and trends which will lead to the findings section (Ravitch & Carl, 2016).

There are approximately a total of forty schools within Chicago Public Schools that currently have dual language education programs. The research study focuses on how novice dual language teachers, mentors, and dual language coordinators perceive the role of mentoring supports in the field as well as how leaders influence the way dual language teachers become transformative leaders within their school and community. In this research study, rich, thick descriptions and triangulation will be used to confirm findings (Merriam & Grenier, 2019).

Triangulation will build on the study to cross-check information and findings through the use of multiple strategies used to find themes. (Christensen & Johnson, 2017).

Research on mentoring classroom teachers in the United States is broad, however, there is little research on mentorship for dual language education teachers and how we can reduce the shortage of dual language and bilingual education teachers across the country. The purpose of this basic interpretive qualitative study is to discover how the support that novice dual language teachers receive from their mentors and school leaders impact teacher satisfaction, teacher retention, and student learning. This study will inform the development of dual language education programs and the support provided for dual language teachers that will be specifically implemented within Chicago Public Schools. Through this study, I will find common trends and solutions for the high turnover and shortage of dual language education teachers. The research proposal is guided by the following questions.

### **Research Questions**

1. How do novice dual language teachers and bilingual/dual language coordinators perceive the role of mentoring?
2. What type of mentoring do dual language teachers need to succeed in their first years in the classroom? Are they receiving the supports needed?
3. To what extent do mentors and leaders in dual language education programs use a reflective process to inform their mentoring and induction processes?

### **4) Purpose of the Research and Literature Review/Justification of Research:**

The research study findings will inform possible improvements to how school and district leaders as well as mentoring programs for dual language teachers can be implemented. Gaps in research call for a qualitative basic interpretive research study to understand the working conditions and demands as dual language teachers, their perceptions of mentoring and their

relationships with their mentor, principal, and assistant principal. As the researcher, I will be using an interpretive and descriptive qualitative approach that will guide me in discovering and understanding the perspectives of the participants (Merriam & Grenier, 2019).

Mentoring and other induction support are critical components for novice educators. ELs require more specialized instruction which can lead to burnout from the stress of students performing well on English standardized exams and successfully instructing students in both languages (Soltero, 2011). Dual language teachers specifically are faced with complex and inconsistent policy mandates (Palmer, 2018). Palmer wrote about the importance of promoting leadership amongst dual language teachers in order to ensure that cultural and linguistic needs of students are being met.

In their qualitative analysis, Casey et al. (2013) explored the experiences of novice bilingual education and special education teachers on the job, specifically looking at teachers who completed an alternative certification program. They found that bilingual education teachers faced the following challenges: time management, knowing what to teach, meeting the academic needs of individual students, lesson planning, and classroom management. They found that 56.7% of bilingual education teachers who participated in the survey needed assistance in mandated bilingual education procedures and lesson planning, 60% needed assistance in the overall curriculum, 36.7% needed support on individual student needs, and 66.7% help with bilingual education paperwork (Casey et al., 2013). The recommendations for this study state that teacher preparation programs and school districts need to take steps to plan the support needs of novice teachers to increase the quality of programs (Casey et al., 2013).

Leaders at both the school level and teacher preparation programs can collaborate to ensure that novice teachers are supported in their first years considering the challenges dual language

teachers are faced with. In their research, Rodríguez- Mojica et al., question what it means to be a qualified dual language teacher as well as how school leaders and universities ensure that they are preparing dual language teachers adequately (2019). Dual language educators have to be prepared to teach the curriculum in two languages, meaning that they have to have a strong sense of vocabulary in both languages. In their autoethnography, Rodríguez- Mojica et al. found that the following educator realized that he was not acknowledging the funds of knowledge students came to school with. Fernando's family used *nadien* at home which is what Fernando wrote in his paper. However, his teacher crossed off *nadien* and wrote *nadie* sending Fernando the message that the language his family used did not belong in a classroom. In his autoethnography, this educator states joining the bilingual teacher preparation workforce to mentor and train novice educators to eventually break this cycle (Rodriguez-Mojica., 2019).

The bilingual education teacher shortage can be improved by ensuring that teacher preparation programs have set standards that expand on the pedagogical sociolinguistic ideas of future educators (Arias & Fee, 2018). Teacher preparation programs can help future educators engage in the process of developing their ideological clarity which will lead to knowledge of the cultural and linguistic assets that their students bring to the school and classroom community. Before being able to help their students grow, teachers have to be able to self-reflect as part of their professional learning as educators (Alfaro, 2019).

In their qualitative study, Fránquiz et al. found strategies that can be utilized when training pre and in service dual language educators (2019). The steps include creating professional development spaces where teachers can use their own ideological clarity to build on the curriculum in response to the needs of the community as well as creating a space where translanguaging is embraced. Teachers also learn about the history, laws, and policies that impact



their students including their cultural and linguistic human rights. Finally, use the funds of knowledge that students and their families bring to the school community (Fránquiz et al., 2019). The study consisted of the researchers using the critical pedagogy theory of dialogue, reflection, and action to analyze how two teachers in a *transfronterizo* community (borderland) use identity texts in their dual language classrooms (Fránquiz et al., 2019). The teachers in the study use identity texts to teach a unit on immigration. The students and their families engaged in dialogue and were able to create their own identity texts based on their own immigration narratives (Fránquiz et al., 2019). Through analyzing texts, the students were able to pose problems on complex social justice issues and eventually will be able to take action and transform the world.

#### **5) Description of the Direct Benefit to the Chicago Board of Education and/or CPS and/or the Profession of Education:**

I have experienced bilingual education as a student, a classroom teacher, a district leader, and now as a school administrator. I began my career as a dual language teacher in the Chicagoland area. Through my experience as a dual language classroom teacher, mentor, and leader, I saw firsthand the challenges teachers face on a daily basis but also the many benefits of the program. As a passionate educator, I know the importance of access to dual language education for ELs. ELs should have the opportunity to develop academically in their native language as well as maintain their family's heritage. This becomes especially difficult to achieve when there is a shortage of bilingual education endorsed and certified teachers in Chicago, and if school and district leaders are not equipped to support dual language schools, teachers, families, and students.

As a dual language student, teacher, leader, and Latina, I am a member of the bilingual/Latinx community of Chicago Public Schools. In building a relationship with the participants, I will be able to relate to them because I have similar cultural, professional, and linguistic experiences. Instead of coming in as a school leader, I will enter the community as a member. In this process, the strategy of reflexivity to actively engage in critical self-reflection about potential predispositions and biases will be utilized consistently (Christensen & Johnson, 2017). Engaging in self-awareness by keeping a strong sense of the value and limitations of the study and being aware of the degree in which my identity has an impact on the participants.

Chicago is important for the context of dual language education because almost half of the student population in Chicago Public Schools identifies as Latino/Hispanic/Latinx. In 2000, only 34.9% of the students in Chicago Public Schools identified as Hispanic/Latinx/Latino. By 2021, 46.6% identify as Hispanic/Latinx/Latino, making them the largest racial minority in the school district and 18.8% of CPS students are classified as ELs. These numbers have increased the need for bilingual education endorsed and certified teachers. With the number of Latinx students increasing within Chicago Public Schools, the need for activism has also increased. My proposed study will also look for trends in how teachers and dual language coordinators have advocated for dual language education programs. As stated previously, dual language programs benefit the Latinx community by helping students receive support in Spanish and allowing for them to be bilingual, biliterate, and bicultural. Being at more than one site will allow the researcher to find the trends from school to school. This study is bound to dual language teachers because (a) research shows that there is a shortage of bilingual education teachers in the state of Illinois, (b) bilingual education teachers show a high turnover, and (c) students labeled as ELs need their language and cultural needs met in order to ensure success in the classroom.

## **6) Description of Research Activities and School/Student/Staff Involvement:**

The first step of data collection is an initial google forms survey that will be emailed to all of the principals, assistant principals, district leaders, mentors and novice teachers working in a dual language setting or context. The initial survey will be used to recruit participants. The questionnaire will allow the researcher to measure a set of themes and from there select the number of participants for the interview and observation data collection (Johnson & Christensen, 2017). The google form will ask the potential participants for the following: name, email, phone number (optional), current role, school, and provide an explanation of the research project. Once the google forms are submitted, I will be able to determine 3-5 participants to be interviewed through a google meet. The participants will consist of at least one dual language and at least two novice teachers. The interview process will continue for one to two months in order to get a diverse range of data. Prior to beginning the interview process, I will have the participants sign the consent form electronically. The virtual interviews will be 60 minutes long and two interviews will be scheduled, the second one as a follow up of the first. The interviews will be transcribed looking for similarities, differences and finding themes and developing categories. Pseudonyms will be used with any information shared (school name, teacher name, neighborhood, etc). Semi-structured interviews will be planned to use a protocol with questions and probes to obtain response clarity or additional information (Johnson & Christensen, 2017).

### **Initial Survey on Google Forms**

Introduction: Thank you for taking the time to complete the following form. My name is Daisy Lopez and I am a proud educator. For the last five years, I have been a doctoral student at DePaul University. In that time, I have focused my research on dual language education as well as educational leadership. The topic of my dissertation is, “Novice Dual Language Teachers:

Perceptions of Mentoring and Induction Support.” I am looking for participants that fit the following criteria:

- Novice dual language teachers in their first to three years teaching in a one-way or two-way dual language program.
- Mentors of dual language teachers preferably dual language teachers themselves, but not required.
- Bilingual/ Dual Language Coordinators at the school level.

The interview process will consist of one-two interviews over google meet related to your experience as a dual language educator. The interviews will stay confidential with pseudonyms used to replace your name or any information shared. Please reach out to me at [dlopez124@cps.edu](mailto:dlopez124@cps.edu) if you have any further questions.

Name:

Email:

Phone Number (Optional):

- 1) What is your current role?
  - a) Dual Language Mentor Teacher
  - b) Dual Language Novice Teacher (0- 3 years)
  - c) Dual Language/ Bilingual Coordinator
  - d) Other (Please Specify) \_\_\_\_\_
- 2) What age group do you currently work with? (Select all that apply)
  - a) Early Childhood/ Elementary (PreK- 5th)
  - b) Middle Grades (6th-8th)
  - c) High School

d) Other (Please Specify) \_\_\_\_\_

3) What type of dual language does your school currently have?

a) One-way

b) Two-way

c) Other (Please Specify) \_\_\_\_\_

5) In what neighborhood is your school located? \_\_\_\_\_

### **7) Timeline of Research:**

Research will begin in the spring of 2022, immediately after the RRB is approved. I will send the initial google form to administrators, college professors, and bilingual education teachers, using the convenience sampling model. After a week or two after the initial email is sent, I am going to analyze the responses and choose at least one dual language coordinator and at least two novice dual language teachers. In the event that I receive an influx of responses, I am going to pick two dual language coordinators and three novice teachers. I am going to reach out to the potential participants through email and include the consent form. That way, they are able to learn about the research project. In that email, I will include potential dates for the first round of interviews in May. The second round of interviews will take place in June of 2022. Before beginning the interview, I am going to ask if they consent to being recorded for the purpose of transcribing. The interview recording will be kept in a locked folder of my personal laptop. In June and July of 2022, the interviews will be transcribed and coded. The data will continue to be analyzed during the of 2022 and the dissertation to be drafted. With the guidance of my dissertation committee, the edits will be made. The dissertation will be defended during the Winter quarter of 2023. The dissertation committee includes:

- Dr. Sonia Soltero, [ssoltero@depaul.edu](mailto:ssoltero@depaul.edu)

- Dr. Sung Park-Johnson, [sparkjoh@depaul.edu](mailto:sparkjoh@depaul.edu)
- Dr. Barbara Riekhoff, [BRIECKHO@depaul.edu](mailto:BRIECKHO@depaul.edu)

**8) Institutional Review Board (IRB) Approval:**

IRB Approval Letter from DePaul University Attached.

**9) Copy of all study instruments:**

Semi-structured Interview Protocol for Novice Teachers
<b>Title of Project: Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support</b>
<b>Research Questions:</b>
<b>Date:</b> <b>Time &amp; Place:</b> <b>Interviewer:</b> Daisy Lopez <b>Interviewee:</b> <b>Other:</b>

Thank you for your willingness to participate in the study. Before we begin, have you read and do you understand the information sheet? Do you have any questions?

*[Interviewer: make sure to answer any questions they may have and to obtain a signed information sheet before proceeding]*

As part of this interview, you will be asked some questions about your experience and opinion related to dual language education policies and procedures, as well as some general questions. The interview will last about 60 minutes. When the 60 minutes are up, we can schedule our next interview, if needed. Is it okay with you if I reach out with follow up questions, if needed?

Just as a reminder, this interview will be recorded. However, no identifying information will be collected, and your answers will not be traced back to you personally. Once I start recording I will identify you by participant number, and I will not mention your name. I ask that you please refrain from providing your name and other identifying information as well as (such as place of employment, address, phone number, etc.). This is to ensure your privacy. You may request to stop recording at any time. I will start recording now.

*[interviewer: make sure to give them time to respond or object to the recording at this time. If they show consent and make no reservation now, you can turn the recorder on.]*

*[Interviewer: state the time, date and participant number on the record before beginning the interview]*

**Introductory Questions:**

1. Introductory question: How are you today?
2. Introductory question: Where do you currently work? Or what is your relation to the field of dual language education?



**Background and Teacher Preparation**

3. What is your background? Where did you grow up? What language(s) did you speak growing up?
4. What is your background in the field of education? (degree, university, clinical hours, student teaching)
6. How was your training? Did you feel prepared?
7. What would you do differently? What do you think was done well?

**Current Teaching/Leadership Role**

8. What does your day to day look like? Language Allocation, curriculum.
9. What does your current dual language program look like? Tell me more.
11. Tell me about the school community? How do they feel about bilingualism?
13. Do you have a mentor? Tell me more. #1
14. What was your transition from your ed prep program to the workplace like?
16. What do you know about policies currently in place for dual language and bilingual education? #3

**Curriculum Related Questions**

17. Did you receive support from the district? Tell me more. #1
18. What does professional development currently look like at the school level? District level?
19. Tell me about your curriculum. How is it structured? How are students learning on a day to day basis? Tell me more about \_\_\_\_\_.
20. What books are used in the classroom? Are they books published in other countries? Do you think students are able to relate to the curriculum? And their books? #3

21. How much freedom do teachers and leaders have to create/personalize the curriculum? Do you plan with your mentor?

25. Tell me about the standardized tests students currently take. Do you feel like you have to spend time preparing them for the test? In English? #1

### **Advocacy & Professional Development**

26. How do you feel about teachers and leaders being advocates for dual language education? Tell me more.

27. Do you consider yourself an advocate for dual language education?

28. Do they have the opportunity to engage in dialogue with other dual language educators? How often? Other leaders? Policymakers? The community?

29. What type of professional development do you wish you had available?

31. Tell me about the structures of teacher leadership. What opportunities are available?

33. What can be done to ensure that they are supported and retained at their schools?

### **Semi-structured Interview Protocol for Dual Language Coordinators**

**Title of Project:**

**Research Questions:**

1. How do novice dual language teachers and bilingual/dual language coordinators perceive the role of mentoring?
2. What type of mentoring do dual language teachers need to succeed in their first years in the classroom? Are they receiving the supports needed?
3. To what extent do mentors and leaders in dual language education programs use a reflective process to inform their mentoring and induction processes?

Thank you for your willingness to participate in the study. Before we begin, have you read and do you understand the information sheet? Do you have any questions?

*[Interviewer: make sure to answer any questions they may have and to obtain a signed information sheet before proceeding]*

As part of this interview, you will be asked some questions about your experience and opinion related to dual language education policies and procedures, as well as some general questions. The interview will last about 60 minutes. When the 60 minutes are up, we can schedule our next interview, if needed. Is it okay with you if I reach out with follow up questions, if needed?

Just as a reminder, this interview will be recorded. However, no identifying information will be collected, and your answers will not be traced back to you personally. Once I start recording I will identify you by participant number, and I will not mention your name. I ask that you please refrain from providing your name and other identifying information as well as (such as place of employment, address, phone number, etc.). This is to ensure your privacy.

You may request to stop recording at any time. I will start recording now.

*[interviewer: make sure to give them time to respond or object to the recording at this time. If they show consent and make no reservation now, you can turn the recorder on.]*

*[Interviewer: state the time, date and participant number on the record before beginning the interview]*

### **Introductory Questions:**

1. Introductory question: How are you today?
2. Introductory question: Where do you currently work? Or what is your relation to the field of dual language education?

### **Background and Teacher Preparation**

3. What is your background? Where did you grow up? What language(s) did you speak growing up?
4. What is your background in the field of education? (degree, university, clinical hours, student teaching)
5. How was your training? Did you feel prepared?

### **Current Teaching/Leadership Role**

6. What does your current dual language program look like? Tell me more.
7. How do you feel about your relationship with your mentee/s? Did you feel prepared for the role?

16. What do you know about policies currently in place for dual language and bilingual education? #3

### **Curriculum Related Questions**

17. Did you receive support from the district? Tell me more. #1

18. What does professional development currently look like at the school level? District level? What is your involvement in the planning?

21. How much freedom do teachers and leaders have to create/personalize the curriculum? Do you plan with your mentees and other dual language teachers?

25. Tell me about the standardized tests students currently take. Do you feel like you have to spend time preparing them for the test? In English? #1

### **Advocacy & Professional Development**

26. How do you feel about teachers and leaders being advocates for dual language education? Tell me more.

28. Do they have the opportunity to engage in dialogue with other dual language educators? How often? Other leaders? Policymakers? The community?

29. What type of professional development do you wish you had available?

31. Tell me about the structures of teacher leadership. What opportunities are available?

33. What can be done to ensure that they are supported and retained at their schools?

**10) IRB approved and stamped copy of the informed parental consent form(s):**

Not Applicable. Students will not be participants in this research study.

**11) IRB approved and stamped copy of the student assent form(s):**

Not Applicable. Students will not be participants in this research study.

**12) IRB approved and stamped copy of the staff/adult consent form:****ADULT CONSENT TO PARTICIPATE IN RESEARCH****Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support**

**Principal Investigator:** Daisy Lopez, Doctoral Candidate

**Institution:** DePaul University, Chicago, Illinois, USA

**Department, School, College:** College of Education

**Faculty Advisor:** Sonia Soltero, *Professor and Chair, Department of Leadership, Language and Curriculum, Doctoral Program Coordinator*, College of Education, DePaul University

**Key Information:****What is the purpose of this research?**

The purpose of this basic interpretive qualitative study is to find out how the support that novice dual language teachers receive from their mentors and school leaders impacts teacher satisfaction, teacher retention, and student learning. This research study will be conducted using a basic interpretive qualitative research method that includes interviewing novice dual language teachers and dual language coordinators. The aim is to finding themes from the data through coding the interviews and memos. The memos are the reflective notes taken before and after

each of the data collection steps that will summarize any major findings and align to the themes found in the survey, interviews and observations. This study will help fill the gaps in research currently present in the field of dual language education, mentoring, teacher preparation, and retention. This study is being conducted by Daisy Lopez, a graduate student at DePaul University as a requirement to obtain her doctoral degree. This research is being supervised by her faculty advisor, Sonia Soltero.

We hope to include three to five participants in the research.

**Why are you being asked to be in the research?**

You are invited to participate in this study because you are one of the following:

- Novice dual language teachers in their first to three years teaching in a one-way or two-way dual language program.
- Mentors of dual language teachers preferably dual language teachers themselves, but not required.
- Bilingual/ Dual Language Coordinators at the school level.

**What is involved in being in the research study?**

If you agree to be in this study, being in the research involves 1-2 interviews either in person at a coffee shop or through google meet from April 1<sup>st</sup> to June 20th. The interviews and other information will remain anonymous. Your name, school name, and any personal information will not be shared. The interviews will be recorded using audio (not face) in order for the researcher to go back and transcribe the interviews to find themes for the final paper. Your name or any personal information will not be stated in the audio recording. If you choose to not be recorded, the researcher will take notes during the interview.

The topics include your dual language education teacher preparation, educational policies, and community involvement.

***Are there any risks involved in participating in this study?***

I understand that we will be discussing your personal experiences as an educator. You may feel uncomfortable or embarrassed (or sad or angry) about answering certain questions. You do not have to answer any question you do not want to. We have created a code number for you that will be on our records, instead of using your name.

***Are there any benefits to participating in this study?***

There are no direct benefits to you, but you may indirectly benefit from the research by reflecting on your experience as a dual language educator in Chicago Public Schools.

By focusing on our current practice, we are able to find gaps and find solutions for those gaps.

***How much time will this take?***

This study will take about one to two hours of your time. The researcher will ask for an additional hour as needed for each additional possible interview.

**Other Important Information about Research Participation**

***Can you decide not to participate?***

Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

Your decision whether or not to be in the research will not affect your employment.

***Who will see my study information and how will the confidentiality of the information collected for the research be protected?***



The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. Some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. If they look at our records, they will keep your information confidential.

To prevent others from accessing our records or identifying you should they gain access to our records, we have put some protections in place. These protections include using a code (a fake name, a study ID number, etc.) for you and other people in the study and keeping the records in a safe and secure place.

We will remove the direct identifiers, like name or record number, from your information and replace it with a random code that cannot be linked back to you. This means we have de-identified your information. We will not use the information collected for this study for any future research of our own or share your information with other researchers.

The audio recordings will be kept until accurate written notes have been made, then they will be destroyed.

You should know that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a

court or to tell authorities if you report information about a child being abused or neglected or if you pose a danger to yourself or someone else.

Please be aware that disclosing experiences with sexual or relationship violence during the course of research does not constitute a formal report to the University and will not begin the process of DePaul providing a response. If you are seeking to report an incident of sexual or relationship violence to DePaul, you should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or [titleixcoordinator@depaul.edu](mailto:titleixcoordinator@depaul.edu)). Individuals seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or [hpw@depaul.edu](mailto:hpw@depaul.edu)). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Individuals are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

If you do disclose an experience with sexual or relationship violence, we will also provide you with a resource sheet containing this information at the end of the study.

**Who should be contacted for more information about the research?**

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or

complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Daisy Lopez at daisylpz90@gmail.com or Sonia Soltero at ssoltero@depaul.edu.

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject, you may contact Jessica Bloom in the Office of Research Services at 312-362-6168 or by email at jlbloom8@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

*The person at this number and email address may not be able to read or understand Spanish so it might be necessary for you to have someone you know who speaks English to help with the call or help translate your email.*

*You will be given a copy of this information to keep for your records.*

**Statement of Consent from the Subject:**

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research. By completing the interview you are indicating your agreement to be in the research.

The consent has been read to you. Have you had all your questions and concerns answered? If not, please ask me anything else you would like. If all your questions have been answered, do you provide your verbal consent to be in the research?

Signature: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date: \_\_\_\_\_

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**Research Involving Human Subjects  
NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION**

To: Daisy Lopez, Educational Leadership; LLC Department, College of Education

Date: November 10, 2021

Re: Research Protocol # IRB-2021-464

Title: Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support

Please review the following important information about the review of your proposed research activity.

Review Details

This submission is an initial submission.

Your research project meets the criteria for Expedited review under 45 CFR 46.110.

Approval Details

Your research protocol was reviewed and approved on November 10, 2021.

**Approval Date:** November 10, 2021

**Please note: Under the revised regulations, protocols requiring expedited review no longer require continuing review at least annually. If we have approved your protocol under the revised regulations, you will not see an expiration date of one year later. However, if any changes are made to your research at any time while it is being conducted, you still need to submit an amendment prior to initiating the amendment changes. If we approved your research under the revised regulations, but the IRB specifically required continuing review for this protocol, you will see an expiration date related to the specifically assigned approval period. If any changes are made to your research, you still need to submit an amendment prior to initiating the amendment changes.**

**Approved Study Documents:** See the attachments tab in the protocol application online.

**Number of Approved Subjects:** See the approved protocol application online.

**You should not exceed the total number of subjects without prospectively submitting an amendment to the IRB requesting an increase in subject number.**

**Findings:** 1. Expedited Category 6 - #(6) Collection of data from voice, video, digital, or image recordings made for research purposes.  
2. Expedited Category 7 - #(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

**Includes:** Approved Performance Sites: 1) DePaul University; and 2) Chicago Public Schools (pending).

Reminders

- If you have approved documents, such as consent, parent/legal guardian permission, assent or recruitment materials, the approved versions are listed on the attachment tab in specific protocol in eProtocol. When you no longer need certain documents, they should be deleted from the attachment tab as not being used any longer. You may do this at the time of submitting an amendment or continuing review submission or we will delete them as part of the review process. Historically approved documents can be seen in the event history section for a specific protocol.
- Any changes to the funding source or funding status must be sent to the IRB as an amendment.
- Prior to implementing revisions to project materials or procedures, you must submit an amendment application detailing the changes to the IRB for review and receive notification of approval.
- You must promptly report any problems that have occurred involving research participants to the IRB in writing.
- **Once the research is completed, you must send a final closure report for the research to the IRB.**

The Board would like to thank you for your efforts and cooperation and wishes you the best of luck on your research. If you have any questions, please contact Jessica Bloom, Director of Research Compliance by telephone at (312) 362-6168 or by email at [jbloom8@depaul.edu](mailto:jbloom8@depaul.edu).

For the Board,

*Jessica Bloom*

**Jessica Bloom**



42 W. Madison | 2<sup>nd</sup> Floor | Chicago, IL 60602  
Telephone: (773) 553-4444  
Fax: (773) 553-2421

03/28/2022

Daisy Lopez

Dear Lopez,

Thank you for your interest in conducting research in Chicago Public Schools. The Research Review Board has reviewed your proposal dated 02/03/2022 for research, titled: Novice Dual Language Teachers: Perceptions of Mentoring and Induction Support.

The Research Review Board has completed the review of your proposal and has decided to conditionally approve this project. However, this approval is contingent upon the following changes being made:

Please confirm the following: 1) None of the staff you plan to recruit for participation in research activities represent a conflict of interest or report to you in any capacity. Please review section VI.B of the policy for external research at <https://policy.cps.edu/download.aspx?ID=178> 2) Please provide detail regarding how and when staff will be contacted for a second interview.

Please see the following notes—

Background Check Level Required: No Background Check

Other Notes: N/A

While these changes are being requested, the CPS RRB does not require any further documentation of these changes at this time. Although your study is approved, school principals have final authority over activities that are allowed to take place with their school's staff, students, or communities. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project #2022-1761. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board