

**RELATIONSHIP BETWEEN THE SCHOOL DIRECTORS' SELF-PERCEPTION AND
TEACHERS' PERCEPTION ON LEADERSHIP PRACTICES IN IMPLEMENTING THE
LEARNERS OF SPANISH AS A SECOND LANGUAGE PROGRAM, *Aprendices de Español
como Segundo Idioma, (AE)* in the public schools of Puerto Rico**

by

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Doctoral Dissertation submitted to the Doctoral Program of the San German Branch at the
Interamerican University of Puerto Rico to obtain the Doctoral degree in Education with
Specialization in Educational Leadership and Management

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como Segundo Idioma, (AE) in the public schools of Puerto Rico**

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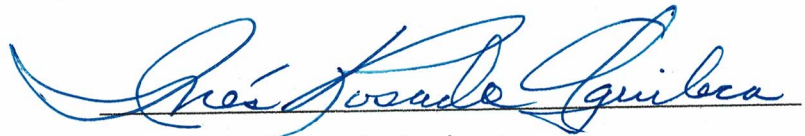
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CERTIFICATION OF AUTHORSHIP

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A handwritten signature in blue ink, reading "Ines Rosado Aguilera", is written over a horizontal line.

Researcher's signature

ABSTRACT

The purpose of this investigation was to identify the relationship between the school director's self-perception and the teacher's perception of the Director's leadership practices in the implementation of the Spanish as a Second language Program in the public schools in Puerto Rico, (AE for the Spanish name). This research was based on two theoretical models that respond and support the variables to be studied; the directors' self-perception and teachers' perceptions. The two theoretical models are Bandura's (2009) Social Cognitive Theory on self-efficacy and Leithwood's (2005) basic successful leadership practices; such as, setting directions, developing people, and redesigning the organization. Research has posted the need teachers have on receiving feedback, support, coaching, and effective professional development. Directors are also challenged with acquiring knowledge on implementing a new program, along with well planned changes. The research was performed as a non-experimental correlational quantitative design in which the researcher measured the variables of interest, in this case variables; Directors' and Teachers' perceptions on leadership practices. A total of 65 Directors and 131 Teachers participants of the AE Program responded to a Likert style questionnaire. The statistical analysis was performed with the Statistical Package of Social Science Program (SPSS 25) for the descriptive analysis of the collected data. The Independent t-tests statistical procedure presented the strength and direction of the relationship between the variables mentioned before. The results indicated a statistically significant difference, $t = -3.33$; $p = .001$, (2-tailed); and $CI = 95\%$. The main research question was analyzed with the Pearson Correlation Test. The data indicates that the standard deviation for the directors' was .59% and the teachers' points .86%. Both standard deviation represent there was a significant dispersion of the responses in relation to the averages. In conclusion, the results indicated a weak positive correlation between the results from the directors' self-perception and the teachers' perception on the leadership practices in implementing the AE Program. The overall results of this study lend support to the main investigation question that there is a significant weak positive relationship between the directors' self-perception to the teachers' perception on leadership practices on implementing the AE Program. Therefore, for further studies, it is recommended to examine the perceptions of central and regional level administration to provide support on the leadership practices in implementing the AE Program across a building, region, and statewide.

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This investigation is dedicated to God for giving me the health, wisdom, and opportunity to accomplish another dream. To my parents, (RIP), who always believed in me, my three sons, and my sister, Luz Maria, for their support. Thank you all, for your sincere encouragement throughout my journey. A special thanks to the members of the Doctoral Committee for their patience and guidance. A special recognition to all the faculty members of the San German Campus of InterAmerican University for their words of encouragement and their greatness of spirit.

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Table of Context

Approval form the members of the Doctoral Dissertation committee	<i>ii</i>
Certification of authorship	<i>iii</i>
Summary	<i>iv</i>
Preface and recognitions	<i>v</i>
Table of contents	<i>vi</i>
Table of figures	<i>vii</i>
Table of appendixes	<i>vii</i>

Chapter I. Introduction: Statement of the investigation problem 1

Background of the problem	1
Statement of the problem	4
Purpose of the study	6
Need of the study	8
Theoretical Framework	12
Definitions of terms	16

Chapter II. Review of Literature 19

Topic 1 Leadership practices	20
Topic 2 Perceptions	33
Topic 3 Second language programs	42
Synthesis of the literature review	53

Chapter III. Method 57

Design of the investigation	57
Participants in the investigation	57
Instruments	59
Procedure	63
Statistical Analysis	66

Chapter IV. Results 69

Chapter V. Discussion 83

References 111

Appendixes 122

Table Index

Table 1.	<i>Definition of the variables</i>	16
Table 2.	<i>Proportional distribution of the cluster samples</i>	59
Table 3.	<i>Distribution of participants for the pilot study</i>	63
Table 4.	<i>Distribution of participants for the formal investigation</i>	65
Table 5.	<i>Calendar of the formal investigation procedure</i>	66
Table 6.	<i>Statistical analysis of the investigation questions</i>	68
Table 7.	<i>Scale for classifying the Directors' and Teachers' Perception level</i>	70
Table 8.	<i>Directors' and Teachers' perceptions on leadership practices</i>	70
Table 9.	<i>Scale for classifying the Directors' self-perception level on leadership practices</i>	71
Table 10.	<i>Directors' perception on leadership practices in implementing the AE Program</i>	73
Table 11.	<i>Scale for classifying the Teachers' perceptions in leadership practices</i>	74
Table 12.	<i>Teachers' perception on leadership practices in implementing the AE Program</i>	76
Table 13.	<i>Independent Samples Test</i>	79
Table 14.	<i>Correlations between the Directors' and Teachers' perception</i>	80

Illustration Index

Figure (or Diagram)

Figure 1. Diagram of the Conceptual Framework **15**

Graphs

Graph 1. Directors' and Teachers' mean scores on leadership perception **77**

Graph 2. Directors' and Teachers' mean scores on leadership perception **78**

Appendix Index

Appendix A. Participants for the pilot study **122**

Appendix B. Participants for the formal research **124**

Appendix C. Consent letters **126**

Appendix D. Investigation instruments / instructions **135**

Appendix E. Letters to experts **141**

Appendix F. Rubrics and Instructions to experts **144**

Appendix G. Authorization letter **153**

Appendix H. Presentation letter **154**

Appendix I. C.I.T.I certificate **157**

Chapter 1

Introduction

The purpose of this study was to identify the relationship between the school directors' self-perception and the teachers' perception of the leadership practices in the implementation of the Spanish as a Second language Program in the public schools in Puerto Rico. Second language learning has been a very recent concern for educators in many countries. Studying a second language learning goes back about 40 years and was derived from pedagogical concerns (Gass & Selinker, 2007). Very few studies provide insight as stated in Section 8521(D) (1) of the Law Every Student Success Act (ESSA, 2015). This Law states the teaching of Spanish as second language program and its impact on bilingual education. Thus, the reviewed literature emphasizes results presenting school directors as school administrators acting as gatekeepers for reform policies, (Basurto, Wise, & Unruh, 2006). The instructional strategies used as references for director's and teacher's professional development in Puerto Rico are based on studies on English as a Second Language due to the fact that studies on the implementation of Spanish as a second language program is limited to other countries, (Pérez-Sellez, 2011). This chapter includes the background of the problem, the statement of the problem, the purpose, the need of the study, the theoretical framework and the definitions.

Background of the Problem

Directors and teachers confront various responsibilities which include to provide educational service to students from different cultural and language characteristics. Consequently, if Puerto Rico fails to provide the mandated academic services within one to five years, federal funding assigned to the Department of Education must be immediately reduced. This corrective

action refers to each school region, as stated in the (Law ESSA 2015). It is mandatory to provide an equal educational opportunity to all students with limitations on the instructional language of the country which is not their native language. In this case, the public schools in Puerto Rico abide by the Law 85, (2018), known as, Educational Reform Law, *Ley de Reforma Educativa de Puerto Rico*. Denying access to public facilities on grounds of race, color, religion or national origin is prohibited by the following laws; Title VI of the Civil Rights Act of 1964; Title I and III of the Federal Law 107-110-2001, under the present Every Student Succeeds Act (ESSA, 2015). All of these laws also include provisions that will help to ensure success for every student and all schools.

The particular guidelines for the AE Program in Puerto Rico are, *Ley Num. 85 de 29 de marzo de 2018*, Section 504. This program initiated with the Circular Letter 7-2008-2009, *Política pública y procedimiento para atender estudiantes cuyo primer idioma no es el español*. It was known as the Program for Linguistic Limited Students (LLE, for the initials in Spanish, *Limitaciones Linguistics en Español*). The change responded to avoid any discriminating issues regarding the word “limited” as used in the title. Presently, it is known as, *Aprendices de Español como Segundo Idioma, (AE)*.

This program encounters frequent monitoring corresponding to the accountability of federal funds in compliance of educational services. Monitoring of the program insures that all students receive the required services to obtain the standards of academic achievement within the progressive annual objectives, Law 85 (2018). Directors and teachers, must consider how to best prepare leaders who understand their context to ensure the opportunities and conditions to offer support, (Leithwood & Riehl, 2003), in this case, second language learners. The problem under study identified the relationship between the directors’ self-perception and teachers’ perceptions of

the leadership practices in implementing the *AE* Program in the public schools of Puerto Rico. Successful basic leadership practices in the implementation of the Spanish as a Second Language Program in Puerto Rico, *Aprendices de Español como Segundo Idioma*, (*AE*) is a response to the civil, federal and state laws,(ESSA, 2015) and Law 85, 2018).

As previously mentioned, Directors should master skills in order to guide teachers in providing appropriate service to the identified students of the *AE* Program. Directors and Teachers have revealed their perceptions on the implementation of a language program in their schools. From the following studies, specific successful leadership practices resulted as needs school leaders have on implementing a second language program in their school, according to (Bickman, Goldring, De Audrade, Breda, and Goff, 2012). An example of this was presented in the United States, in which a study of the Legal history of Bilingual Education in California, (2014), schools evidenced the controversial issues in the implementing of a second language program from the perspective of school principals. In our case, in Puerto Rico, not all the teachers are specialists in second language learning. Consequently, the teachers depend on the director's support in implementing the new program.

The teaching of Spanish as a second language relates to the following studies on the teachers' perception, such as Wong (2012) and Medina, Guzman & Maxwell (2014). These authors carried out studies at the university level regarding the implementation of new language programs. This same scenario was observed in foreign countries where a second language was also taught, such as in Spain, United Arab, Saudi, and Korea. Studies also revealed perceptions of implementing a second language program, by authors such, Bernaus (2009); Ali, (2013); Moskousky, Alrabai, Paolini, & Ratcheva (2013); and Choi (2014). They performed related studies that point out the teacher's perception on their needs regarding the implementation of new language programs.

Consequently, a summary of seven strong claims of the most important results of previous school leadership researches proposed to significantly increase the quality and quantity of evidences about what successful school leadership means in practice. The authors Leithwood, et al (2006), presented the following seven claims: First, school leadership is second as an influence on student learning; second, all successful leaders carry out the same basic leadership practices; third, it is the way in which the practices are applied that demonstrate responsiveness to their work; fourth, leaders improve teaching and learning indirectly through their influence on staff motivation, commitment and working conditions; fifth, leadership has greater influence when it is widely distributed; sixth, some patterns are more effective than others; and seventh, a small portion of personal traits explain a high proportion of the variation in leadership effectiveness.

Statement of the Problem

Administering a language program has become a challenge for directors to perform accordingly with basic successful leadership practices as perceived by the teachers. The studies presented revealed the need teachers have on receiving feedback, support, coaching, and effective professional development. Directors are also challenged with acquiring knowledge of the implemented program. Educators are compromised to provide services to immigrant students in order to achieve their academic development and social-cultural integration in the country, in this case, Puerto Rico, Law 85 (2018). This law also addresses the support to instruction and effective leadership. Among the areas mentioned, teachers are considered the main agent of change who rely on the school director as their facilitator for all processes occurring in their school. Another, is to identify needs and develop both the Director's leadership practices and the Teacher's instructional practices. The directors need to offer professional development and technical assistance at every level and subject, along with establishing alignment with the content standards and the teaching

learning process in order to improve student academic achievement, Law 85, (2018). Aligned with these concepts, researches since 2000, sponsored by The Wallace Foundation, (2013 p.6), identified five key responsibilities for principals' effectiveness, they are: a.) shaping a vision of academic success for all students; b.) creating a climate hospitable to education; c.) cultivating leadership in others; d.) improving instruction; and e.) managing people, data, and processes.

In response to these legal mandates, the implementation of the *AE* program requires educators to assist the participating students to speak, write, read, and comprehend the Spanish language, in order to achieve at high levels in core academic subjects and meet the same challenging state academic achievement standards, as all children are expected to meet, as stated in ESSA (2015) and Law 85 (2018), Section 504. To understand the needs of their school in compliance to the *AE* requirements, teachers and administrators must first recognize both federal and state guidelines. Among the federal guidelines, as exposed in the Legal History of Bilingual Education (2013), educators must recognize them as follows; Title VI under the Civil Rights Act of 1964 was the premiere legislation to begin the dismantling of discrimination in the United States to assure that all children, regardless of their race be provided equal access to an education, as would any other group of students in their district. It later reached out to other minorities and set the tone for future legislation for providing equality and justice in all sections of society, including education. Also, the Equal Educational Opportunity Act of 1974 outlawed discrimination against students and faculty/staff in the schools of the United States and provided equal participation of students in all school settings. An act of Congress affecting students in public schools required schools to provide a standard based education to students from grades K to 12. Moreover, schools must comply with this act in order to be eligible for federal funding. The revision of the NCLB Act, known as the Every Student Succeeds Act, (ESSA, 2015), advances equity by upholding critical

protections for America's disadvantaged and high-need students. This law also requires, for the first time, that all students in America be taught to high academic standards with fiscal resources to help prepare them to succeed in college and careers. In this case, to also overcome language barriers and gain fluency in Spanish.

Implementing the mentioned program requires basic successful leadership practices by the school directors that will support the teachers participating in servicing the identified students with an equitable education as stated under Title I and Title III of ESSA (2015). Thus, the school director confronts the responsibility to comply with federal and local mandates. Therefore, school directors and teachers need to perceive basic successful leadership practices that include common dispositions that involve tremendous passion and enthusiasm for the education of children as an ethic of care, a set of values about social justice and the equitable education of all students, (Leithwood, 2005). Consequently, the main concern of this research is to determine the relationship between the Directors' self-perception of the leadership practices and the teachers' perception of the leadership practices in the implementation of *AE* in the public schools in Puerto Rico.

Purpose of the Study

The purpose of this research is to determine the relationship between the directors' self-perception and teachers' perceptions of the leadership practices in implementing the *AE* Program, in the public schools of Puerto Rico. Services rendered by the *AE* participating directors and teachers depend on basic successful leadership practices that will benefit the educators in providing *AE* students with an equitable education and help them become an integral part of the society, (Law 85, 2018). Leaders enhance both their basic successful leadership practices and the teachers' acceptance by providing explicit and ambitious goals for professional growth (Liontos,

1992). According to Chiavenato (2011), the quality of the employers in an organization, in this case, Directors and Teachers, depend on their knowledge and competencies, their enthusiasm and satisfaction with which they do their activities. Their service along with their initiative to generate value and growth, will have a strong impact in the productivity and acknowledgement of the organization, in this case, the *AE* program. The research intends to answer the main problem and three sub-problems.

The main problem of this research is guided by the following question. What is the relationship between the school directors' self-perception and the teachers' perception of the leadership practices in the implementation of the *AE* program? The following sub-problems will serve as guides to identify the problem under study.

1. What self-perception does the school director have about his/her leadership practices in the implementation of the *AE* Program?
2. What perception do the teachers have about the school directors' leadership practices in the implementation of the *AE* Program?
3. What is the difference between the directors' self-perception and the teachers' perception on leadership practices in implementing the *AE* program?

Need of the study

School directors and teachers need to include common dispositions that involve tremendous passion and enthusiasm for the education of children as an ethic of care, a set of values about social justice and the equitable education of all students, (Leithwood, 2005). The need of this study is based on the following areas; the convenience, the social relevance, the practical implications, the theoretical value, and the methodological use, as presented by Hernandez Sampieri (2014)

Convenience

Successful leadership practices, according to Leithwood's transformational theory (1999), are required by the directors in order to benefit and fulfill the administration, supervision, and implementation of the *AE* Program in the public schools of Puerto Rico. In this case, it is convenient for the Department of Education, to identify the leadership practices needed by the directors in order to receive better training and be able to provide effective supervision on the teachers. Along with their administrative duties, school directors have the commitment to support the teachers that will provide the educational services to the identified *AE* students. The educators have the professional, ethical, and social responsibility with the identified *AE* students. The directors and teachers are responsible for the progress on the measurable academic achievement objectives in the second language. Most important of all, the services must include the integration to the culture and the educational system in an effective manner (ESSA, 2015 and Law 85, 2018).

Social relevance

Educators need to keep up with a world that is rapidly changing, as stated by Leithwood (2005). The author presents some factors that stimulate successful leadership practices, such as:

on-the-job- learning; professional development practices; socialization processes and individual traits. The social relevance of these factors contribute to develop, upgrade, and reform the educator's competencies in continual self-renewal, in order for them to provide more effective leadership practices. To achieve this, they must develop skills in regulating the cognitive, motivational, affective and social determinants of their functioning, (Bandura 2009). In this case, to demonstrate efficacy with themselves and the teachers when implementing a second language program. Consequently, directors and teachers participating in this research will benefit of identifying basic successful leadership practices according to Leithwood (2005) and Bandura's (2009) self-efficacy theory. To this matter, Medina (2014) points out that "educators need to meet the cultural and academic needs of all students by emphasizing the importance of all races and cultures, and the attitudes of students toward themselves and toward other cultures.

Practical implications

An overview of the major federal and state laws and landmark decisions of the U.S. Supreme Court and other federal and state courts regarding bilingual education in the United States, emphasize that educators are accountable in providing equal educational services, (ESSA, 2015 and Law 85, 2018). Among them, the Fourteenth Amendment to the U.S. Constitution established the constitutional basis for the educational rights of language minority students by guaranteeing that no State can make or enforce any law abridging the privileges or immunities of citizens; nor deprive any person of life, liberty or property without due process of law; nor deny equal protection of the laws, (Legal History of Bilingual Education, 2014).

Subsequently, the following laws and court cases also reinforced this law. The principle presented under the Equal Educational Opportunity Act of 1974, establishes for all students,:

"...where a state has undertaken to provide an opportunity for an education in its public schools, such opportunity is a right which must be made available to all on equal terms" (Brown v. Board of Education, 347 U.S. 483, 1954 and Legal History of Bilingual Education, 2013).

Included under Title VI of the Civil Rights Act of 1964, also prohibits discrimination in Federal funded programs, along with the Bilingual Education Acts of 1968 and 1974, also known as Title VII. The provided supplemental funding for school districts interested in establishing programs meet the "special educational needs" of large numbers of children of limited English speaking ability in the United States, ESSA (2015). In this case, Puerto Rico provides Spanish as a second language to identified non-proficient speakers. Denial of equal educational opportunity has been defined as "...the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program", according to the Equal Educational Opportunity Act of 1974. As required by the federal and local laws, the principal objective for the schools is to benefit the identified students by servicing them to accomplish their listening, speaking, and reading comprehension in Spanish (Ley 85, 2018).

Theoretical Value

Initially, in Puerto Rico, school directors had been mandated by the Circular Letter 07- (2007-2009) to provide services to the identified immigrant student whose first language is not Spanish with an equitable education in acquiring the use and the comprehension of the Spanish language. Presently, directors and teachers are still challenged with the same mandates in helping the *AE* students achieve their academic development and social-cultural integration in the country. Presently, the Law 85, (2018) continues to emphasize support to instruction and on effective leadership. The main pointers presented are as follows: teachers are considered the main agent of

change who rely on the school director as their facilitator; the Director's leadership practices and the Teacher's instructional practices must be attended to; and professional development and technical assistance is to be offered in order to improve every students' academic achievement, in this case, learning a second language. Theoretically, Puerto Rico lacks studies on the mentioned program, specifically profound qualitative or mixed studies on directors, teachers, students and parents.

Methodological use

The Directors' effective leadership is valued because it stimulates teachers to engage in new activities and put forth that "extra effort. Furthermore, leaders need to demonstrate a high degree of emotional sensitivity to the needs and aspirations of their colleagues, (Leithwood, 2005). Thus, within the instructional significance of this investigation, Second language teachers alter their beliefs about teaching as they gain more knowledge about language pedagogy, have more experience in teaching, receive students' responses, and observe their learning behaviors (Wong 2012). As referred to in the revised literature, teachers are in need of feedback, support, and knowledge of implementing a second language program. To this purpose, the researcher developed an instrument to gather data on the directors' self-perception and the teachers' perception on such leadership practices in implementing the *AE* Program. This research may be reinforced by suggested qualitative and quantitative studies on the directors and teachers' perceptions regarding the effects on academic achievements, as well as, the students' perceptions of the *AE* Program.

Theoretical Framework

The purpose of this study is to identify the relationship between the school directors' self-perception and the teachers' perception of the leadership practices in implementing of the *AE* Program. This research is based on two theoretical models that respond and support the variable to be studied. The first model is Leithwood's (2005) basic successful leadership practices, according to his Transformational model which consists of: setting directions, developing people, and redesigning the organization. The second model is on perceptions according to Bandura's (2009) social cognitive theory on self-efficacy. Both theories agree in emphasizing a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment.

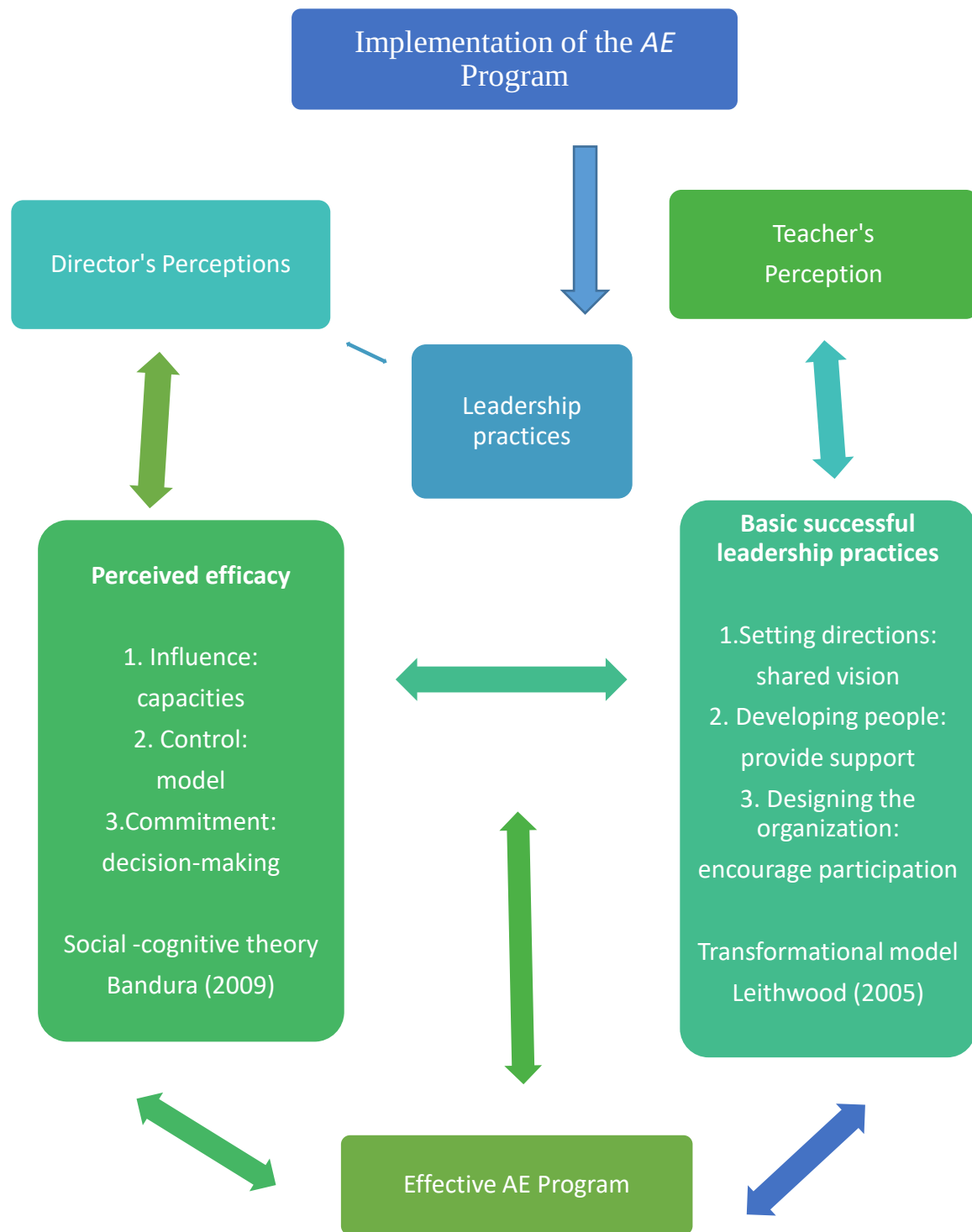
Leithwood's Transformational model on the basic successful leadership practices are identified as follows: first, on setting directions which emphasizes in presenting a shared vision, consensus and expectations. Secondly, to develop people; by providing individual support, intellectual stimulation and professional modeling. And last, to redesigning the organization; by sharing responsibilities, providing autonomy, and creating their own school culture, (Leithwood and Reihl, 2003). These practices refer to the basic successful leadership practices to be perceived by the Directors and the Teachers on the implementation of the *AE* Program of this investigation. Both the directors' and the teachers' perception of the Director's basic leadership practices will respond to both theories. "Educators must develop skills in regulating the cognitive, motivational, affective and social determinants of their functioning" (Bandura, 2009). A successful implementation of the *AE* program is based on the social-cognitive theory addressing the self-efficacy perception, according to (Bandura 1986). Bandura's self-efficacy theory, in this case, presents that Directors must enhance their knowledge about regulations, norms, and documents regarding the *AE* program. Knowledge

will enhance the Director's leadership practices to be a model on what is to be done, consequently, in this case, supporting the teachers with the capacity to confront problems by providing pertinent solutions, (Bandura, 2009). Overall, perceived self-efficacy as a personal resource stimulates motivation, performance attainments and emotional well-being. Evidence verifies that changes are achieved by diverse modes of influences, (Bandura, 2009). This investigation intends to identify the relationship of the perception of the Directors' self-efficacy with the teachers' perception of the following basic successful leadership practices.

Figure 1 illustrates the conceptual theoretical framework of this investigation. In implementing the *AE* Program, two theories support the importance of the Director's leadership practices as a key element for success. These theories are, Leithwood's (2005) Transformational model and Bandura's, (2009) Self-Cognitive Theory. Both theories support the investigation on the relationship between the directors' self-perception and the teachers' perception of leadership practices in implementing the *AE* program in the public schools in Puerto Rico, as presented in the theoretical framework of the study,

Along with the previously stated, Leithwood (2005) adds that directors will gain basic successful practices with the following dimensions: a.) by setting directions in the organization, a director should share the school's vision and acquire knowledge; b.) in developing people throughout procedures in professional development activities; and, c.) with the development of the organization by encouraging participation in group decision making and creating a new school culture. This is supported by Bandura's Social-Cognitive Theory. School Directors need to perceive that their efficacy is based on their knowledge and capacities. The school director must influence the teachers with their capacities by modeling effective leadership practices and expose commitment in all

decision-making. The next page includes a graphic design of the theoretical framework of this research.



Definitions of variables and terms

Table 1 *Definitions of the variables*

Variable	Conceptual Definition	Operational Definition	Evaluation Instrument
Director's Perception	"People's judgement of their capacity to organize and execute courses of action required to attain designated types of performance" (p. 391). Bandura, (1986)	The Director's perception of self-efficacy on leadership practices on the implementation of the AE program.	<i>A developed instrument by the investigator based on Leithwood's (2005) transformational theory and Ley 85, 2018; section 504. (Auto-percepción del Director según sus prácticas de liderazgo en el Programa AE)</i>
Teacher's Perception	How people regulate themselves through their impact on cognitive, motivational, affective, and decisional process. Bandura, (1986)	The Teacher's perception of the Director's leadership practices on the implementation of the AE program.	<i>Percepción del Maestro sobre el liderazgo del Director en el Programa AE</i>

Definitions of terms:

Leadership practices: Three basic practices that include:

1.) setting directions by creating a sense of purpose in the organization and a shared vision of the future. 2.) Developing people by providing support, providing intellectual stimulation and modeling important values and practices, and 3.) Redesigning the organization by building a collaborated school culture, encouraging participation in decision-making, and building productive relationships, (Leithwood and Riehl 2003).

Implementing the *Aprendices de Español como Segundo Idioma (AE)*, Program

The objective of the program is to provide services to participating students in order to achieve their academic development and social-cultural integration in the country. The language instruction educational program is required to assist the participating students to speak, write, read, and comprehend the Spanish language. Most important, to achieve at high levels in core academic subjects; and to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. (Ley 85, 2018).

Second language program:

The second language is commonly referred to as L2. Second language learning generally refers to the learning of a nonnative language in the environment in which that language is spoken with considerable access to speakers of the language being learned. (Gass and Selinker, 2007).

Ponce Education Region

The Ponce Education Regional Office, presently identified as *Oficina Regional Educativa* (ORE), for its initials in Spanish. This region consists of four school locations; Utuado as Ponce North, Ponce as Ponce South, Santa Isabel as Ponce East, and Yauco as Ponce West. The ORE personnel provides administrative human resource services, such as interviews, monitoring federal and state mandated reports, professional development and services to the school community. ORE is headed by a Regional Superintendent who reports to the Secretary of Education. The pilot study will be performed in schools in Yauco, Ponce Sur, and the formal study will be performed in Santa Isabel, Ponce, and Utuado Schools of the Ponce Educational Region.

Chapter II

Review of literature

The objective of this Chapter is to present prior literature studies that provide more understanding and insight to the variables on leadership practices, directors' and teachers' perceptions, and implementing a second language program. This literature review consists of an evaluation of studies from peer review articles, books, and internet sources. The following literature review sustains the investigation on the relationship between the director's and teacher's perceptions regarding leadership practices, along with implementing a second language program, Spanish. According to a study performed by Bandura and Cervone (1986) human behavior is a result of their life circumstances. People are intentionally influential agents of their function and life conditions. Those who distrust their capabilities are easily discouraged by failure, on the contrary, those who are highly assured of their efficacy for goal attainment will intensify their efforts when their performances fall short and persevere until they succeed. Bouchamma, Basque, Marcotte (2014), present a quantitative study performed in Quebec, Canada with 49 school directors and vice principals. The purpose of the study was to identify the perceptions and self-efficacy beliefs of school principals regarding competencies. These competencies were identified by a Likert-type questionnaire on the areas of: management of educational services, human resources, educational environment and administration. Overall, the respondents' self-efficacy belief did not differ. The results indicated significant importance on educational services, followed by human resources, then educational environment, and last administration. The principals showed a positive impact of training seminars as opposed to mentoring. The authors recommend further qualitative research in means, using interview and direct observation to learn more of the competencies for effective school management. Polonic (2016), presents a dissertation of a

qualitative study to describe the leadership experiences of Nebraska secondary school principals. The author used Giorgi's Phenomenological Research Approach, which included four steps: formulation of the research question; data-generating of participants' experiences; data analysis reads and reveals the meaning of the experiences; and presentation of the findings. Nine secondary principals participated in this study. The conclusions and findings present the needs in continuously developing as a leader in four main concepts. The first, principals desired to develop as an instructional leader. Second, to refine their skills to communicate to influence others. Third, they need to learn from others, and fourth, apply what they learn.

The revised literature presents evidence of the Director's influence through specific dimensions of leadership practices. In general, the director is considered as a figure of confidence, of motivation, and of accessibility to all. Furthermore, the revised literature relates the academic achievement of the students to the Director as a secondary figure as a support to the teacher's performance. This chapter is organized by sections of studies on leadership practices, directors' and teachers' perceptions, implementing language programs, and a literature review synthesis.

Leadership practices

As a result of a longitudinal study, Leithwood (2005), presented successful leadership practices to be identified as "basic" leadership practices: setting directions, developing people, and redesigning the organization. These leadership practices were studied and confirmed from results of the following countries, Australia, Denmark, Norway, China, Sweden, and the United States through large scale qualitative research on 63 cases. It concluded by stating the mentioned "basic" leadership practices to be commonly used among across contexts in their general form, and they are highly adaptable and contingent in their specific enactment.

In 2008, leadership dimensions were reinforced under six standards by the Interstate School Leaders Licensure Consortium (ISLLC) under the Educational Leadership Policy Standards of the United States. The following high-priority themes addressed success in every student. The six standards focused on: (a) setting a widely shared vision for learning, (b) developing a school culture conducive to student learning and staff professional growth, (c) ensuring effective management for a safe learning environment, (d) collaborating with faculty and community members, responding to their interests and needs, and mobilizing community resources, (e) acting with integrity, fairness, and in an ethical manner, (f) understanding, responding to, and influencing the political, social, legal, and cultural contexts.

The literature review also encompasses the theoretical framework of Bandura (2009). The social cognitive model explains the construct of self-efficacy as being a human action that results from personal interactions, behaviors and environmental influences. Self-efficacy is defined as “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). Bandura and Cervone (1986), presented research performed to test self-reactive influences on motivation as a function of level and direction. An ergometer was used for studying substantial effort and physical readiness. A questionnaire along with a video recording measured three areas of interest: level of satisfaction; perceived self-efficacy, and self-set goals. The participants were college students consisting of 44 males and 44 females from a psychology course in California. The findings reveal that accomplishments are more complexly related to perceived self-efficacy and personal goal setting than it appears to be. In addition, that motivation occurs from challenges created by one’s self-standards and self-belief in performing. Aspiration also provides an important and continuing source of self-efficacy, interest, and personal

satisfaction. The author concludes that without aspiration and active involvement, people are uncertain about their capacities.

Furthermore, Bandura and Wood, (1989) tested the effectiveness of decision-making. Their experiment required subjects to discover different rules of motivation and how best to combine them for each member to enhance group achievement in a simulated organization. The participants consisted of 40 male and 20 female volunteers from a graduate program in business studies. A 2 x 3 x 3 analysis of variance (ANOVA), analyzed the effects of perceived controllability and performance standards on self-regulatory factors. The rules included matching a set of production sub functions, goals, instructive feedback, and social incentives to achieve gains in the organizational performance. The findings present the generality of the resiliency effects by showing that a resilient belief in one's ability to mobilize the efforts of others in a joint endeavor promotes organizational attainments, as well as individual accomplishments.

Another study supporting Banduras' theory on self-efficacy was performed by Nicklin and Williams (2011). These authors examined the influence of normative feedback and self-set goals on a novel task. This laboratory study included 297 undergraduate students to demonstrate that feedback and self-efficacy were a strong predictors of goal revision. Findings indicated that self-efficacy independently influences goal revision beyond the effects of feedback. Bandura's social-cognitive theory on self-efficacy is also supported by findings and important results that identify leaders' characteristics, areas of interest, skills, and knowledge, as stated in the following studies. Kouzes and Posner (1995), presented the findings of a collection of longitudinal studies on seventy-five thousand people using an on-line version of the Leadership Practice Inventory (LPI). The purpose was to identify leadership characteristics of their leader from the following Five Practices of Exemplary Leadership. According to the authors, these characteristics follow similar

paths, with clearly identifiable behaviors and actions that made a difference. These characteristics are (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart. Results indicated the following seven preferred outstanding characteristics in a leader: Leaders must be: (a) imaginative, (b) ambitious, (c) brave, (d) attentive, (e) mature, (f) faithful, and (g) independent. These leadership characteristics were later confirmed by McKinney, Labat, and Labat (2015) with additional successful directors' practices, such as: (a) high expectations for staff, (b) caring, (c) ability to listen, and (d) sensitive to the needs of others.

Based on the constructivist leadership theory, Lambert (2009) also perceives leadership as a form of learning consistently in the following dimensions: (a) learning is reciprocal from one another, (b) to have a purpose, a vision, and shared beliefs about the students' academic achievement, (c) to learn to encourage group development through effective dialogue, and (d) to have interaction between learning, teaching, and leadership. In addition, the leader has the responsibility of knowing the curriculum. Other specific leadership dimensions were also addressed by Cravens, Goldring, and Penaloza (2011). The dimensions addressed were; challenge, influence, and practice. For this qualitative study, a survey was administered to 248 principals. Only 91% charter schools responded, 67% from magnet schools, 100% from private schools, and 87 % from traditional public schools. The key findings were, principals from choice schools face similar levels and types of leadership challenges. The role focus of choice school principals was not significantly different compared to the traditional public school principals. How principals use their time was similar across school types. The difference found were between affiliated schools' influence and practice as their major dimensions and nonaffiliated charter school. The implications of the study is on the influence of school management structures, on instructional development, and on the amount of time principals spend on instructional development.

Ahmad and Hussain (2012), performed a mixed study to examine the extent to which the principals of the schools classified as “excellent schools” in Indonesia, practiced the second dimension of the instructional leadership, known as, Managing the Instructional Program. This leadership dimension consisted of three functions: coordinate curriculum; supervise and evaluate instruction; and monitor student progress. For the quantitative data, the Principal Instructional Management Rating Scale, (PIMRS) was responded to by 120 teachers from 4 excellent senior schools. For the qualitative data, 4 principals, 4 vice principals, and 4 head of the school committees were interviewed. The results of both data were consistent. The conclusions of the study were that the principals, to a certain extent, exercised the second dimension of the instructional leadership functions, known as the Managing the Instructional Program. Nevertheless, the principals from the “excellent schools” should practice the instructional leadership functions more frequently.

Wright (2008), presents a collective case study approach of 13 Directors participating with other leaders on collaborative learning. The participants were from a small urban jurisdiction within Alberta, Canada. The findings indicate that Directors need to redesign their beliefs about leadership by studying routines and formal designed structures. The author recommends the need to attend effective and motivational activities that will influence group interaction and individual motivation that will contribute to individual and organizational learning.

Eliophaotou (2011), performed a qualitative study on critical evaluation on the contribution of the transformational leadership theory and the distributive leadership theory in relation to the educational progress. Distributive leadership evolves division of labor in organizations by delegating and empowering change. The original MLQ instrument had been utilized for teachers to evaluate the leadership style of the school director. The purpose of the study was to determine

which type of leadership was more effective on the workplace. Findings on the distributive leadership indicated that the director's leadership practices have a significant effect on the teachers' confidence. Limitations on distributive leadership included lack of sufficient empirical evidence on educational outcomes. Findings on the transformational leadership indicated that the role of the leader is reinforced as sole source of leadership. Additional concerns were stated on the omission of important behaviors according to theories and research on effective leadership and lack of attention paid to the role of situational variables.

Anderson, Marfan, and Horn (2011), also presents a national study of school leadership in Chile. The purpose of the study was to explore the relationships between survey measures of principals' efficacy and job satisfaction, professional education, years of experience, and practices in order to identify those factors that contribute to the principals' confidence in their ability to improve their schools. Participants were a total of 649 directors and teachers from urban schools of three education sectors: municipal schools, government subsidized private schools, and non-subsidized private schools. The data was analyzed using correlation and regression analysis. The results showed that a significant group of directors are quite satisfied and feel competent in their jobs. On the other hand, those that do not delegate their leadership tasks in support for teachers, actually experience a stronger sense of efficacy in their professional work. The authors state that their findings confirm Bandura's claim that sense of efficacy is acquired by feeling confident towards the efforts with the accomplishments of particular tasks and goals in specific contexts.

Clayton, (2014), performed a qualitative interpretive design study with the use of interviews. The purpose of the study was to examine the skills, knowledge and attitudes necessary for aspiring school leaders. Four male and four female participants were selected using the

Snowball sampling strategy from a university faculty, and school administrators. The interview questions focused on Leithwoods and Riehl's (2003) basic successful leadership practices that includes; setting directions, developing people, and developing the organization. The author concludes that although the findings are not generalizable, the participants expressed a set of necessary skills, knowledge, and attitudes consistent with the current state and national standards. All the participants in the interviews expressed the need for better preparation for the challenges they faced. According to Bandura (1986), people regulate themselves through their impact on cognitive, motivational, affective, and decisional process.

On the dimension of developing people, the following two studies extend their investigation on the effects on parents and the communities. Johnson (2007), presents data from three case study schools performed in the International Successful School Partnership Project (ISSPP). The participants were two Africans, also one female Caucasian principal. The purpose was to search for culturally responsive leadership practices that help empower diverse groups of parents and make the school curriculum more multicultural. Focus was on the approach for parent-community involvement and how parents view their principal's leadership. The findings showed that the three women worked to create a trusting environment in their school where everyone felt welcomed and comfortable. They also provided support to focus instruction and professional development. There is little official district and state support to incorporate "funds for knowledge" from local communities, multicultural curriculum, or diversity policies. The author recommends further study on considering how schools provide learning experiences that "center" students from diverse backgrounds in the history, language, and culture of their families and home communities.

Bouchamma (2012) examined leadership practices in effective schools located in five selected schools. These schools were located in socioeconomically disadvantaged areas of three Canadian provinces. This qualitative study used triangulation and various data sources and analyzed field notes with Atlas.ti (V5.5) software. In general, the results present varied examples of leadership; for example, directors exercise their duties with a relative amount of freedom, they choose certain practices and use different strategies with their staff, students, and the community. On the other hand, effective school leaders contribute to favoring the academic performance by exhibiting: (a) daily interactions in the school, (b) focusing on the school climate, (c) performing the leadership practices with superiors, staff, students, and the community, along with (d) the staff's daily practices. The results indicated that these leadership practices must be considered by the particular context of each school.

Louis, Leithwood, Wahlstrom, and Anderson (2010), present a summary on studies about the director's function as an instructional leader. The authors compare effective schools with non-effective schools by using a revised instrument containing indicators that are aligned indirectly with the impact on academic achievement and the standards known as *Tennessee Instructional Leadership Standards*. The indicators also offer feedback relevant to instructional leaders and to the district personnel on effective practices. The specific standards included: (a) continuous improvement in instructional leadership, (b) teaching and learning culture, (c) professional development, (d) support resources and educational development plus (e.) three open-ended questions. The survey indicated that effective schools respond to the collective knowledge, in which the school community is informed and have understanding of the school communities; which included school personnel, students, and the immediate neighborhood. It is also used to

provide fair, effective, and transparent feedback. In addition, the results support school leaders in acknowledging a leader's effective practices and results.

Gutiérrez, Becerra, Mansilla, and Saavedra's (2011) descriptive qualitative study presents a research in terms of personnel participation. The research took place during the induction period of 102 personnel and secondary directors in Chile. The purpose of the study was on the perception of facilitating and distractive factors on leadership practices in the organizational procedure. The method used was with focal groups and semi structural interviews. The findings showed that leadership promotes a confident relationship between the director and teachers, it recognizes a high value of diverse programs, along with strategies for students' commitment, and to provide professional learning centers and programs by educational institutional projects. Bambrick-Santoyo (2012), also performed a qualitative study using a series of observation strategies to identify the areas that Directors spend their time in providing coaching and feedback. The author observed a total of 65 principals from schools located in New Jersey. Results indicated that 47% of the Director's time was dedicated to administrative functions. Collaborative work was revealed as a key necessity for transformation and progress along with providing the tools for efficacy. The observation process consisted of seven categories of leadership strategies that the author refers to as Levers, which were classified into two. First, as Instructional Levers, which included: (a) data-driven instruction, (b) observation and feedback, (c) instructional planning and, (d) professional development. The second were the Cultural Levers: (a) student culture, (b) staff cultural and, (c) managing school leadership teams.

The following literature supports Leithwood's leadership dimension on redesigning the organization to meet the cultural needs of the school. Kouzes and Posner (2007), consider the best leadership practice is to "Enable others to act". This leadership practice refers that a grand dream

does not become the reality by the actions of a single person; rather it requires a team effort, trust, confidence and strong relationships. Fullan (2008), presents six secrets on how to manage change in an organization. The challenge is to learn and share them among the organization. These six secrets include: (a) to provide conditions appropriate for them, (b) provide them for social and intellectual interaction, (c) be selective with the resources for professional development, (d) the learning environment should be profound and consistent, (e) be less intimidating and learn to balance pressure and support, (f) learn the systems for forming group work and trusting their decisions, by modeling, sharing, and developing leaders that will understand and be useful. These actions inspire effective actions on others.

Vázquez (2009), also agrees that the schools in Puerto Rico need to reform the school organization to a more effective and a motivational model. The author suggests the use of the modified version of the Total Quality Model (TQM), for the formation, development, educational, cultural and social reevaluation of the individual and collective personnel participation. The TQM model focuses in responsibility and commitment evidenced throughout group work organization. The model also provides empowerment and effective leadership. According to the author, quality refers to having professional commitment, social sensitivity, and develop loyalty as qualities among committed personnel. These previous indicators supported by the Circular Letter # 29-2015-2016, which mandates that the school have the commitment to comply with the AYG, achievement yearly growth, as a goal. Constant support offered by the director to attend the individual needs of the students and the teachers planning should be geared towards meeting the annual objectives of the subgroup. In this case, referring to the instruction and services offered to the *AEI* students. The following studies expose the importance of successful leadership practices, according to Leithwood's theory.

Hallinger and Heck (2010), investigated the effects of collaborative leadership to expose the director's changes in leadership overtime. This qualitative longitudinal time-series study was carried out in 192 schools in the United States. Annual surveys were administered to teachers, parents, and students over a 4-year period. The influential aspects of a director are reflected in three areas of action. First, to have a vision for decision-making and to develop commitment. Secondly, to empower the personnel and to motivate the participation. Third, to encourage support groups. These three areas of action align with Leithwood's (2003), three leadership practices: setting directions, developing people, and redesigning the organization. Sanzo, Sherman, and Clayton (2010), examined the leadership best practices performed by ten middle school principals in Virginia. The authors used an inductive exploratory design by means of interviews. The findings categorized the commonly used practices as: (a) sharing leadership, (b) facilitating professional development, (c) leading with an instructional orientation, and (d) acting openly and honestly.

Klar and Brewer (2013), performed a qualitative study to examine the ways principals in three high-needs middle schools in the southeastern United States carried on their leadership practices to institutionalize comprehensive school reforms. These high-needs schools are comparable to the schools in Puerto Rico known as Priority Schools, for their low academic achievement level. Adapted protocols from the International Successful School Principal Project served to interview principals, teaching, nonteaching staff and parents. The findings indicate principals used these practices for the reforms in their schools. The implications of the study substantiate the practices can be adapted to suit various school contexts and institutionalize school-wide reform efforts. Wilson (2016), performed a correlational study to examine the influence of school leadership practice on classroom management, school environment, and academic underperformance in Jamaica. A total of forty-eight participants composed of principals, vice

principals, teachers, and others, completed the School Leadership, Environment, Classroom Management Assessment Questionnaire (SLECMAQ). Results indicated significant positive relationship among the variables.

Stevenson, Hedberg, O'Sullivan and Howe (2016) exposed a mixed-methods study to understand the contextual factors that influence how school leaders facilitate continuous professional development (CPD) within their communities. Data was collected from three school case studies and questionnaire responses from a broader sample of 102 school leaders across 17 schools. The researchers examined leaders' changing perceptions, the school-based professional development support structures and the ways in which educators employed both structured and unstructured time for professional learning. Findings indicated two key areas: first, that leaders increasingly prefer technology-mediated, informal professional learning over more traditional and structured forms; and, second, that leaders are drawing on insights from popular thinkers in education aided by the expanded networks which current technology tools afford.

Hahn (2017), presented his dissertation with the intent to identify the leadership behaviors of a successful school principal. Specifically, to identify leadership strategies and attitudes that led to a positive school climate and high levels of employee engagement in a high performing, high-needs school. A high performing Title I school in a large urban school district was selected as the case study site. The school had an above average grand mean score on the Gallup Q12 Engagement Survey which measured the engagement levels of employees. This study utilized a qualitative case study approach. Data were collected through observations, interviews, and a focus group. The findings from this study highlighted six leadership behaviors that were labeled as the following categories: (a) focusing on students, (b) building relationships, (c) creating a

collaborative environment, (d) communicating clearly, (e) developing others, and (f) reflecting on practice.

Sullivan (2017), presented a quantitative correlational study on the relationship between leaders' awareness and their effectiveness. Participants completed three survey questionnaires; the Emotional and Social Competency Inventory (ESCI), the Leadership Practices Inventory SELF (LPI-SELF), and the Leadership Practices Inventory OBSERVER (LPI-OBSERVER). Results indicated a positive, but not strong relationship between leaders' own LPI scores and awareness. Wieczorek and Manard (2018) exposed a report on a phenomenological study of the leadership experiences of six novice, rural public school principals in a midwestern U.S. state. Findings indicated that principals worked to balance their professional and private lives, along with meeting their community's expectations to be visible and engaged. They also had to meet districts' constrained budgetary circumstances, and maintain overlapping district-building-level responsibilities. The principals focused more on developing relationship and trust among their teachers, students, and parents. The following section presents studies performed on the next variable of the study, perception. The section first presents studies on the directors' perception of leadership practices, followed by studies of teachers' perception of the directors' leadership practices. Sanchez's (2017), study on the relationships between the teachers' professional development and the academic development in Mexico, focused on fulfilling skills and weaknesses from external and internal professional development activities for teachers. External planning refers to Higher Education strategies, and internal strategies refer to schools planning. Both planning activities facilitate factors that provide teachers' benefits such as an increases in salary and professional promotions. Among the planning activities to accomplish goals are: to introduce new perspectives; to create focused and meaningful dialogues; challenge the thinking and actions

of the teachers by questioning their practice; strengthening the observation focus; and directing attention to the goals.

Perception: Directors' self- perception

The following studies focus on the dimension of setting directions, as self-perceived by the Directors. Okorie (1990), presents her dissertation of a quantitative study performed on 118 school directors under school-based management and 114 centralized-management administrators from 457 public elementary and secondary schools in four randomly selected states across the United States. The purpose was to determine whether there were significant differences between these two types of management practices. Participants consisted of an administrator and a teacher selected from the school list. With the administration of the Leadership Practice Instrument (LPI), the author identified the frequency of each leadership behavior. The results showed significant difference between the school-based and the centralized-management administrators. Teachers' perceptions were consistently lower than the views of administrators. Perceptions about the frequency of leadership actions and behaviors were consistently higher in school-based distribution than in central-management.

Herrera (2010), examined four research questions regarding the extent of principals' engagement in seven leadership practices and whether the level of engagement is associated with school success. The author used the National Center for Education Statistics (NCES) and the School and Staffing Survey (SASS) to collect data on 9,893 principals and 56,354 teachers. The findings on the principals' perception had a high level in the following practices: order, discipline, resources, and input. A low level of engagement was found in culture, focus, and intellectual stimulation. The findings of the perception teachers had on their principals indicated a high level of engagement on intellectual stimulation and input, but a low level of engagement in culture,

order, discipline, resources, and focus. Overall, from the principals' perspective, resources, focus, and culture were statistically significant. From the teachers' perspective, resources and culture were statistically significant predictors of school success.

McCormick (2010) performed a qualitative study to explore the perceptions of assistant principals as to how their principals' leadership styles impact school climate. Participants were eight assistant principals from suburban school systems in the northeast portion of Georgia. Data was collected through recorded interviews. Findings indicated that the leadership styles impacted curriculum implementation, the creation of a safe and orderly school, relationship building, improving student achievement, and the grooming of future leaders. Lyng (2013) performed a study to identify the perception of leadership practices among head teachers who administered the schools. Participants were secondary head-teachers from Southeastern England schools. Using a sequential mixed method procedure engagement, the findings indicated a limited practice, particularly in leadership for engagement and leadership for empowerment. These practices were limited among the staff, students, parents and governing bodies. The author states that the barrier for the development of effective leadership practices resulted from excessive accountability driven by the central government and the lack of trust.

Versland (2016), performed a mixed-method study to 538 principals in the state of Montana on examining principal's perception on the effectiveness of their preparation program in contributing to self-efficacy development. Principals responded to an online survey consisting of two parts with 36 items: the Principal Preparation Program Questionnaire (PPPQ) and the Principal Sense of Efficacy Scale (PSES). The author presents three recommendations in integrating purposeful self-efficacy building experiences. The first is to enable candidates to acquire course content while building relationships across the school setting that provide support and

encouragement. Secondly, to design internships that provide time to build collegial relationships and experience social persuasion and support. Third, to ensure that candidates can effectively cope with the challenges inherent in the work of principals. Versland concludes that such a preparation program will secure principals' beliefs in their abilities, overcome obstacles, and develop capacity within and among others.

In a quantitative study performed by Davis & Darling-Hammond (2012), the authors examined five university-based principal preparation programs to identify perceptions about preparedness and practices on the job. The conclusion drawn were: development of core leadership practices or skills; development of leaders who can generate organizational change; alignment with leadership theory and practice; and effective internships with skilled supervision. The principals from higher performing schools were successful in overcoming many of the challenges including the government inappropriate policy through their leadership qualities. First, these principals demonstrated strong values and vision for academic excellence and strong belief in their ability to bring about positive change in their schools. Second, these principals provided necessary conditions for teaching and learning. Third, they demonstrated strong commitment to the academic success of their schools and students. Fourth, they were consistent in providing sustained leadership for their school improvement. In essence, these principals enjoyed greater trust and respect from their teachers, students and parents.

Singh (2017), performed a study in Kathmandu, Nepal with the purpose to explore the influence of the principals' understandings and practices of their leadership role. Participants were five higher performing and five lower performing schools. Data were collected by in-depth interviews and separate focus group discussion. Findings were analyzed under six dimensions of effective school leadership identified from literature: (a) vision building and goal setting, (b)

crafting positive school culture, (c) supporting teachers and students, (d) developing leadership among staff, (e) managing resources, and (f) leading for continuous improvement. The results indicated that principals from lower performing schools could neither provide leadership to their schools nor could they demonstrate leadership qualities necessary to revive and sustain. On the other hand, most of the principals from higher performing schools took over their leadership roles when their schools were underperforming and in poor conditions. The principals from higher performing schools: (a) saw education as a greater good for society, (b) they were passionate about education including teaching and learning, (c) they had strong determination about school improvement, and (d) they demonstrated strong values and vision for academic excellence. Whereas, participants from lower performing schools could not demonstrate their strong confidence and determination including strong values and vision.

As to the perception of developing people, Lezotte (2011), reports a comparative study that examined how principals were alike or different from a national sample of principals and from principals in high-poverty schools. Participants were 33 principals from schools achieving academic success, and from schools with disadvantaged students, both minority and nonminority. The participants responded to the Education Trust Principal Survey Part I containing 21 questions. The questions related to Part III, contained 17 questions on actions taken by the principals. They also took the Haberman Star Administration Survey to identify dimensions of effective practice for urban principals. A series of important differences were detailed on the findings of the “Getting it Done” (GID) principals. These GID principals were known for being more confident in their ability to help teachers improve. Also, more of them had teaching experience in teaching special education and with English Language Learners, (ELLs). They also worked to establish and maintain a school atmosphere conducive to teaching and learning. They begin their leadership role

with a clear vision and mission for the school. The GID principals developed and operated a monitoring system that provided frequent and timely feedback, as well as, empowering teachers to collaborate in solving problems. Their culture building began with showing high levels of respect to all the school community.

Hahn (2017), examined the characteristics and behaviors of a school principal who positively impacted school climate and employee engagement. Participants were from a large Title I urban school district in Georgia. The qualitative data was collected through interview, a focus group, and observation. The results identified 6 primary leadership characteristics that impacted school climate and employee engagement. Among the findings, the principal focused on: (a) students, (b) building relationships, (c) creating a collaborative environment, (d) developing others, and (e) reflecting on practice.

Teachers' perception

The following studies exposes teachers' perception of the Director's efficacy on the leadership practices. Teachers expect a good leader to perform practices. Abu-Tineh, Khasawneh, & Al-Omari, (2008), performed quantitative research in Jordanian schools to examine the teachers' perception of Kouzes and Posner's (1995) transformational leadership practices performed by their school principals. The participants were more female teachers than male teachers, elementary schoolteachers and high school teachers. The participants responded about their perceptions through survey. The findings indicated their principals as transformational. Among the three levels of teachers, there was no significant difference in their perceptions of Kouzes and Posner's model. This study supports Leithwood's (2005) findings of leadership practices being a common practice at any level.

Drolet & Turner (2010), performed a study by administering a questionnaire to Californian teachers' on their perception of the Director's behavior. The results exposed as a priority, the importance of effective communication between the teacher and the director. In addition, the teachers perceived that Directors should be proactive; provoke change, facilitate progress, challenge the status quo, inspire innovation, and be able to adapt quickly to changes. The authors created a guide of approved significant and effective strategies that are easy to implement. Among these guidelines are: (a) sharing beliefs and setting goals, (b) how students learn, (c) collaboration and shared decision making, (d) strengthening communication, (e) monitoring success, (f) providing support, (g) build strong relationships, and (h) changing and adapting.

This study is supported by Anderson and Wigler (2010), they recommend performing a diagnostic on the teachers' perspectives related to the diversity of problems they confront daily in order to have open and continuous communication among them. In addition, they recommend forming groups of teachers to analyze and solve problems that affect teaching and their professional interaction. Leithwood et al (2003), and Leithwood and Mascall (2008), studied the impact of the director's collective leadership in relation to teachers and language and mathematics academic achievements. From 90 elementary and secondary schools, 2,570 teachers responded to a survey regarding achievement in language and mathematics. Through qualitative analysis, they analyzed the collected data using the school website for a period of three years. Results indicated high performance in the students where all the school members received major influence of leadership. The results were significant within the relationship between collective leadership and the teachers, their capacity, motivation, and environment.

Lazaro, (2011), designed a qualitative study to examine the relationship among teacher performance and the leadership practices that they utilize. The 48 teachers of the Southville

International School and Colleges responded to the pilot study using the Leadership Practice Inventory (LPI). Leadership practices were identified as: modeling the way; inspiring a shared vision; challenging the process; enabling others to act; and encouraging the heart. The findings indicated that although the majority of the teachers achieved a superior performance rating, there is still room for improvement. Three out of the five leadership practices indicated that teachers enable others to act, encourage the heart, and model the way. Overall, there was no significant relationship between performance and leadership practices. The authors recommended implementation of the proposed leadership enhancement program. Hauge (2019), presents a review article focused on teachers' collective professional development in school. The search was carried out in the field of pedagogy in ERIC (Education Resources Information Center), from 2015 to 2017. Findings indicated the collective processes in professional learning communities (PLCs) is dominated by the trust between the participants. Another influencing factor was the impact of external support on teachers; professional development.

The following studies relate to the leadership dimension of redesigning the organization. Using a qualitative methodology, Konu, Viltanen, & Lintonen, (2010), compared Finnish teachers' wellbeing and their perceptions of leadership practices. The participating 1,294 teachers responded to a holistic school wellbeing tool presented in the following four categories; school conditions, social relationships, means for self-fulfillment and health status. Teachers in the unified schools reported lower than elementary and lower secondary schools in obtaining help from the principals, receiving professional development, and equal treatment.

McCann (2011), investigated teachers' perception on middle school principals' role as instructional leaders in two rural schools in southwest Virginia. This qualitative research examined teachers' perception by gathering information using online surveys, interviews, and

summative student achievement scores. The three themes of the study were: placing the needs of the students in the center of all decision making; building collaborative school cultures; and, articulating a common vision for improving student achievement. Results indicated that principals should rely on research-based practices for maintain and sustaining high teacher expectations for instructional accountability.

Ali, (2013) presents a quantitative study on 4 resistant factors to change in education. The instrument with 39 Likert scale type items was administered to 25 teachers of the United Arab Emirates (UAE). Results indicated that teachers need changes and Directors that they can trust. Some examples of effective changes recommend that all changes must be planned; that directors must be supportive; assure that teachers receive professional development about change and provide an incentive system. Most important of all, the changes must be adapted to the school and students culture. “Transformational leadership practice can bring about good change in the administration and management of the school. This change can also increase teachers’ motivation and commitment; thus increase school effectiveness.” according to Raman, et al, (2015).

Quin, Deris, Bischoff, and Johnson (2015) performed a study to determine the leadership practices needed to generate positive change in school organizations and to provide insight to principals’ preparation programs. For this qualitative research study, 92 teachers from 10 school districts in Southwest Mississippi completed an online format of the Leadership Practices Inventory (LPI) developed by Kouzes and Posner, (2003). The findings from the teachers’ survey indicated that principals in high performing schools employ leadership practices more frequently compared to the principals in lower performing schools. Among the leadership practices, inspiring shared vision and challenging the process were the two practices with more impact. Kouzes’ and Posner’s model is recommended to be incorporated into the leadership preparation curriculum in

order to develop highly qualified school leaders. Hibbard (2016), exposes a study to determine the relationship between principals' leadership practices, as perceived by teachers, and teacher's sense of self-efficacy. Participants were rural Appalachian teachers that worked with principals that had three consecutive years of administration experience. Data was collected using the Teachers' Sense of Efficacy Scale (TSES), and the Leadership Practice Inventory-observer (LPI). Results indicated that principals had an implied sense of indirect leadership qualities and traits that drive teachers to push students to higher levels of success.

A principal's influence is initiated by "developing teachers' efficacy in curriculum and instruction, engaging and motivating staff, fostering a shared purpose, creating conditions for effective teaching and learning, fostering program coherence, encouraging organizational learning, and through feedback, direction, and communication," (Parsons and Beauchamp, 2012, P.708). "Effective principals are more likely to provide their teachers with the support and motivation they need to be effective teachers" (Hull, 2012, P.2). A study in a Spanish school with 694 directors by Manzano et al, (2013) found directors need to be aware that their leadership practices are not observable, but perceived by actions. Directors need to balance management leadership skills with the instructional leadership skills. This refers to strategies that pursue the accomplishments of short, medium, and long term objectives. These designed strategies should mobilize the course design, provide the assigned resources and implementation within a timed reference. The authors added that the strategic planning outcomes were least attended in the planning process. Thus stating that the teachers' confidence influences an effective strategic planning.

Second language programs

The Director's perception of his self-efficacy of leadership practices on the implementation of the *AEI* program is one of the independent variable to be studied in this investigation. The following literature review will support both directors' and teachers' perception on a second language program in their schools. First, the studies address the directors' perception, and are followed by studies about the teachers' perceptions on second language programs.

Hussein (1995), studied an administrative training in the teaching of English as a Second Language (TESL) to inform if the program met future training needs. This mixed study used a mailed survey for 100 current directors of graduate TESL programs in the United States. According to findings, the author reported, "78% of programs did not offer any kind of administration training; teachers learned by doing. A total of 62% of the directors reported having been poorly or not at all prepared. Another aspect, 79% of directors indicated that administrative coursework should be included in training programs". Such administrative areas identified were: curriculum design; requesting, developing, and allocating a budget; along with program and staff evaluation. The author recommends the development of an administrative course for student teachers, summer programs for those already teaching, and administrative internships.

In California, a study performed to determine how principals perceived the impact of Proposition 227 on the Bilingual Programs at their schools. This law did not change the principals' perception of wanting to end the Bilingual Education since 1998. The authors reported that, "Results indicated 61% of the Directors wanted to end Bilingual Education. As a result, service was provided to the students for only a year. The following years proceeded without any service, using only English as the means of instruction. This was due to the 95% annual failing rate of acquiring the

Californian English standards”. In this scenario, contrary to Puerto Rico, most often the teachers in California are bilingual using the Structured Immersion program. These bilingual teachers first provide instruction in English, and if needed, instruction is followed up with the student’s native language as a scaffolding tool, Basurto, Wise, and Unruh, (2006).

According to a report by NEA (2007), studying a second language has several benefits. The report presents a summary of findings on the benefits in second language learning. Second language learning enhances academic progress in other subjects. It also narrows achievement gaps. It benefits basic skills development, and benefits higher order in abstract and creative thinking. It enriches and enhances cognitive development in the early stage, along with enhancing a student’s sense of achievement. It helps students score higher on standardized tests, and promotes cultural awareness and competency. It improves chances of college acceptance, achievement and attainment, along with enhancing career opportunities. It benefits understanding and security in community, the society and eliminates barriers. Documents on monitoring the implementation of federal requirements have been reported in different states as a result of a Corrective Action Plan. The main purpose was focused on the administration’s requirements to serve students better by addressing the reduction of untrained teachers and to punish schools that fail to provide services to students of second languages. Cramer (2011) informed on 125 new bilingual programs to be implemented in the state of New York by 2013 for English Language Learners (ELLs). These programs responded to parents’ preference to place their children in classrooms where instruction takes place in two languages, known as the Dual Language Program.

Hull (2012), states that “principals are a key ingredient in the performance of their school, especially if that school enrolls a large number of low performing and/or poor and minority students.” (P. 2) This is confirmed by, The Gallup, Inc. (2014), “When talented principals create

environments in which teachers are highly motivated and productive, it puts students in a better position to succeed.” (P.35).

The literature review shows that focusing on principals leadership practices could have a strong impact on turning around low-performing schools and proper student learning. Individual teachers cannot do it alone. An effective principal is needed to maximize teachers’ individual effectiveness as well as the school’s effectiveness as a whole, Raman, et al, (2015). School boards, educators and policymakers who focus on supporting the principal’s role as instructional leader will be supporting what’s best for students as well, Law 85 (2018).

McClure (2013), defines an immersion program as one designed to enhance proficiency in a language as well as cultural awareness and academic achievement. Schools that adopt one-way immersion models use the target language to teach all or some subjects. In Puerto Rico, Spanish as a second language is learned through the Immersion program. The objective of the *AE* program is mandated through the Curricular Letter (25-2016-2017). This legal document exposes the responsibilities, procedures, and services to participating students in order to achieve their academic development and social-cultural integration in the country. The instructional educational program is required to assist the participating students to speak, to write, to read, and to comprehend the Spanish language. The students are expected to meet the same challenging state academic content and student academic achievement standards. All students, must achieve at high levels in core academic subjects. To this matter, Fariza (2014) presents the awareness and importance of learning Spanish in schools in Europe, with an increase of 4.8% as of 2012. The report states that Spanish is the second native language most spoken in the world, and the forth-dominant language in the European schools. Green (2016), presented a qualitative study performed to examine the relationship between instructional leadership practices of elementary

school principals in New York City's high poverty schools. A survey identified how leadership practices influenced change in teachers' pedagogy in English Language Arts (ELA). Significant findings showed specifically that, teacher development, culture building, and building relationships significantly influenced the teachers. Most important, the principals believed their teachers used research-based instructional practices during the ELA instruction.

Padron & Waxman (2016), performed a mixed study to examine principals' knowledge and perception of second language programs for English language learners (ELLs) implemented in their schools. The twenty-two elementary school directors were from the metropolitan area in the southcentral region in the United States. Participants responded to an open-ended survey and interviews by phone on the strengths and challenges of the implemented program and the professional development needed to improve the program. Results indicated that directors had very limited knowledge about operating the program. Directors also attributed the success of the program to teachers. These teachers' knowledge assists the principals in providing support to teachers as well as training other teachers in need. Teachers have also exposed their perceptions regarding the implementation of a second language program in their schools.

Akhter, Amin, Saeed, Abdullah, & Muhammad (2016), compared first and second language learning. The study presented three theories, M. E. Ehrman's Critical Period Hypothesis (CPT) (1996); Lev Vygotsky's Zone of Proximal Development (ZPD) (1978), & Noam Chomsky's Universal Grammar (UG) (1950). The authors investigated different factors that are inhibiting influences on the language learning process in both environments. Among the factors that may help the second language learners to overcome anxiety and language ego are, age, language input in terms of quantity and quality of the second language learning in the classroom. Also, the individual motivation of the teachers, teachers' instructions and teaching methodology,

as well as classroom setting were among the factors. Results indicated contrasts between first and second language learning as complex and involved in age difference, personal difference, and environment difference.

Lee (2006), applied a qualitative, descriptive study to 100 students enrolled in a pre-service teacher preparation program to become competent multicultural educators in Texas. Data was collected through interview. This collaborative research project generated recommendations for administrators and teacher-training institution to teach heritage languages. Findings indicated differences in their expression of self-efficacy related to implementing multicultural education into their classrooms. Another findings supported using multicultural literature to enrich teacher candidates' perception of the value of diversity.

Korbitz (2008), qualitative study explored the strategy the secondary Spanish teachers in Iowa used with Heritage Language Speakers (HLS). Four secondary Spanish teachers were interviewed and observed. Results indicated that teachers are using strategies recommended by research, but to a varying degree. Recommendation indicated research on a large scale to more fully understand the strategies used when teaching HLS.

Supovitz, Sirinides, and May (2009), examined the effects of principal leadership and peer teacher influences on teachers' instructional practice. Data were collected through teacher survey from an urban southeastern school district in the United States. Findings indicated that both principal leadership and teacher peer influence were significantly associated with teachers' instructional practices and English language arts (ELA) student learning. Results emphasize the importance of principals' work because of their indirect influence on teachers' practices by fostering collaboration and communication around instruction.

Bernaus (2009), presented a study with 31 teachers in Spain on the relationship of teacher's strategies in English as a second language achievement. A series of questionnaires identified twenty-six teaching strategies used in the classroom. Fourteen items referred to traditional strategies and twelve items referred to innovative strategies. According to the author, educators need educational and cultural considerations in understanding the process in second language learning. Therefore, the author proposes that directors provoke changes in the educational system that promote higher results in the student's improved academic achievement while acquiring a second language. Some of these changes refer to a more strict selection of applicants to faculties of Education in order to improve the quality of the Educational system. Another change is to include personality attributes and motivation to become a teacher, as well as, knowledge of the subject matter. Lastly, that public schools should have more autonomy in selecting teachers in order to be able to choose the right candidate.

Coles-Ritchie and Lugo (2010), present a qualitative study performed at the high school level. The purpose was to examine how the teacher implemented a Spanish for Heritage Speakers (SHS) course. The data were collected by teacher, teacher-educator, researcher journals, classroom observations, school board minutes, and students' course work. Findings demonstrated the teachers were influenced by their experience, desire, enrollment in program development, and decisions taken by the administration. Other significant findings was the supporting roles of the school community and the collaborative change in classroom practices and curriculum. This includes administrative support, community involvement, seeing language as social and dynamic. In addition to, providing professional development programs to teach heritage languages.

Wong (2012), presented a case study with 6 instructors of beginning and intermediate levels of Spanish at a southern university in the United States, using the Communicative Language Teaching

(CLT) Approach. This approach required more interaction opportunities where the teacher serves as a facilitator and coach. Data were collected through triangulated observations, interview and collecting documents and recordings. Results indicated that the teachers modified their teaching beliefs and styles with the meaningful feedback from their directors on their performances and further instruction on their teaching behaviors. Directors should offer support and encouragement in teaching methodology.

Ali, (2013), presents a study on four factors the teachers have on educational changes in the United Arab Emirates (UAE) schools. The results revealed the need teachers have for change and specifically, for a director they can trust. Recommendations suggest in order to obtain success the directors need to prepare well planned changes. They should be supportive to all the personnel. They should also provide effective professional development related to the changes, and provide an incentive system as motivation. Most important of all, the changes should adjust to the culture.

Choi (2014), also performed a study conducted in secondary schools Korea with a sample of 279 English teachers. The instrument utilized was the English Teacher motivation Scale (ETMS). The interview responses were a total of 49 items, using a Likert 5 point scale. The author exposed the importance of providing professional development on improving teaching abilities. The study also showed that school leadership manifested, through their principals' management styles and support for teachers, are a major influence.

Medina, Guzman, and Maxwell (2014), presented a qualitative study with a naturalistic inquiry design, performed in a southern Texas university. Teachers and leaders reported their perception regarding the implementation of Multicultural Education in their classroom. Some significant results indicated that the ME has diverse benefits for students and education. Educators lack understanding of the program. Students from the dominant culture learn from those who come

from a diverse culture. It gives students the opportunities to understand and appreciate differences. Most significant of all, ME promotes respect and appreciation for cultural diversity. Nevertheless, findings also indicated that educators create misconceptions on second language learning. Also, that educators lower educational expectations about their students.

Kvist (2014) presents a study on the beliefs of two groups of teachers from Europe, on second language acquisitions (SLA) and teaching. Data was collected from twenty four participants that answered a sixteen item Likert-scale questionnaire. Findings show that overall, teachers are aware of the current knowledge about SLA and teaching.

Schwab-Berger (2015), presents a dissertation on how teachers perceived and experienced the implementation of the multilingual approach, to a group of eight teachers in Switzerland during the first year of implementation. The qualitative case study involved teacher interviews and observations on who completed professional development. The Findings indicated that teachers used manuals, but needed more time to conceptualize and to collaborate with other language teachers. The author suggests the development of a project to establish professional learning communities (PLC). In addition, the findings indicated that teachers who engage in collaboration with colleagues and reflect practice that strengthen teachers' classroom practices will positively affect student achievement. In addition, teachers who have knowledge, skills and the attitude required for a successful implementation of a multilingual approach may teach students.

These specific studies were performed with students learning a second language at different grade levels. Blackford, Olmstead, and Stegman (2012) presented a comparison between an implemented Spanish program and the English program in the school district in Arkansas. The instruments used were an observation chart reporting students' involvement in the activity, and the

teachers were interviewed. The study used t-tests to examine the differences in participants and non-participants. The Spanish Enrichment Program (SEP) was designed to develop an awareness of Spanish as a language to attain conversational vocabulary and to develop an understanding of Hispanic culture and history. The developers of the SEP believed that the acquisition of a second language strengthens the reading skills, communication skills, listening skills and memory skills. Participants consisted of 348 students from three schools, in grades three through five. Results indicated that students participating in the SEP program had higher scores on the literacy portion of the benchmark scores and improved language content knowledge during the semester.

Salmona (2014), conducted a qualitative action research approach to perform a study on the use of the first language as support in a second-language classroom. The participants were Columbian Kindergarten students. The results demonstrate the importance of teaching technique such as visual aids, the pace of reading, and the use of body language. The study demonstrated that having Spanish and English teachers work in parallel ways is a key factor in ensuring complete second language acquisition, consequently, cognitive knowledge.

Moskousky, Alrabai, Paolini, and Ratcheva (2013), presented a quasi-experimental study performed in Saudi Arabia with 14 Saudi English as a Foreign Language (EFL), learners. The experimental treatment consisted of 10 preselected motivational strategies over an 8-week period. The control group received traditional teaching methods to Saudi EFL learners. The purpose of the study was mainly to focused on the acquisition of the second language. Results evidenced that teachers' behaviors helped improve the progress in second language learners. Also indicated in the results was that students accomplished the two main goals, language acquisition and content learning.

Mejia (2014), investigates the role of teachers in coping with students' anxiety in the oral activities in the Spanish classroom. For this qualitative study, total of 11 Anglo-Australian university students responded to a journal and a semi-structured interview. The author cites Young (1991), stating, "Helping teachers to recognize signs of anxiety in language learners is an important step in responding to anxiety in class." (P.429). This indicates that it is essential for teachers to identify stressors, how the teachers contribute to the students' anxiety, and what they should do to implement or improve their teaching techniques to help reduce the anxiety. Results demonstrate that having a comfortable teaching environment decreases anxiety and increases participation. Other recommendations for teachers are to provide certain interactive activities, such as oral activities in pairs or groups to create a comfortable and relaxed learning environment to teach student learning strategies. Teachers should explain the concepts repeatedly. Results indicated the effectiveness of a native Spanish speaking teacher. In addition, discussion about the topic of anxiety in teachers' training.

Bowles, Adams, and Toth (2014), compared interactions between two dyads composed of native speaker – nonnative speaker (NS-NNS). Participants were from an intermediate-level, university Spanish language classroom. A questionnaire data was answered by 26 participants. Results indicated that L2 and HL learners alike saw the interaction with the interaction as a greater opportunity for the L2 learners' development than for the HL learners. In the mid-western United States, Burgo (2016) also performed a study on university second language learners (L2) on having heritage speakers (HS) in the same Spanish language courses; heritage speakers refers to native Spanish speaking students. The mixed study consisted of two parts: a survey about the students' perceptions and a post-survey interview. The author recommends to separate the LS from the HS to address their particular needs. The role of the instructor was to ensure L2 enough opportunities

to participate, by avoiding the HS to control classroom discussion, also, it is crucial to help reduce feelings of intimidation or fear by utilizing interactive activities so that the learners get to know each other.

Mane, Duque and Waren-Griffin (2016) submitted a report to the United States Department of Education, representing the most critical educational needs and developed recommendations of such within 7 U.S. states and 2 territories, the work included Puerto Rico. The study was performed with directors and teachers, students, parents and community members from different school levels. By a combination of an online survey, interviews and focused groups, data were collected from 2,146 individuals composed of a total of 707 teachers, 536 directors, 124 parents, 121 students and other public members. Among the recommendations presented were, to provide administration interventions strategies for struggling learners. Also, to include teacher preparation programs and ongoing assistance along with mentorship for new teachers. As well as, to strengthen a professional learning community (PLC) culture along with facilitating individualized and differentiated learning. Goldring, Grissom, Rubin, Rogers, Neel, and Clark, (2018), a longitudinal mixed study to 219 principals from six school districts in the United States. The purpose of the study was to determine the effects of a Principal Supervisor Initiative (PSI) role on principals' effectiveness. Participants responded to interviews and an online survey, to the following research question; Does shifting the role of principal supervisors in complex districts from overseeing compliance to sharpening principals' instructional leadership capacities improve the effectiveness of the principals with whom they work? Findings indicated changes in the PSI program. Among the changes were to shift some responsibilities to other central office staff. Other changes focused on spending more time in schools engaged in newly developed routines and practices. Less time was focused on administrative and building operations; along with less time

on compliance activities. The qualitative shift in the interactions between the Director and the Principal Supervisor focused on greater instructional leadership.

Awareness within a large body of literature suggests that the increase of cultural diversity in schools should be understood as a call for new teaching approaches. These approaches should promote multicultural awareness among students, educators and school leaders. Educators and school leaders should exhibit culturally responsive organizational practices, behaviors and attitude, (Medina, 2014).

Synthesis of the literature review

This chapter reviewed literature evidencing prior research related to leadership practices, others addressed directors' self-perception and teachers' perceptions, while the remaining studies focused on second language learning program implementation. The empirical studies consist of dissertations of which some are mixed, quantitative, and qualitative studies. A summary of key findings from the reviewed literature revealed common aspects supporting the two theories of the theoretical framework: Leithwood's (2005) Transformational theory on basic successful leadership practices and Bandura's (2009) Social-cognitive theory on self-efficacy. In general, the reviewed literature on leadership practices with findings that provide useful information on relevant, common, and successful leadership practices. Among the exposed leadership practices are: the 8 dimensions by Bass & Avolio (1985); three areas of interests presented by Bandura and Cervone (1986); seven outstanding characteristics and five actions identified by Kouzes (1995). These characteristics are followed by five claims presented by Leithwood and Reihl (2003). In addition, six secrets to manage change were presented by Fullan (2006). Specific standards on effective

leadership practices were presented by ISLLC (2008) and Louis et al. (2010). Furthermore, Hallinger (2010) presents areas of action all focused on an effective leader.

Among the common findings of the Leithwood's leadership practices, the dimensions of setting directions are stated as follows: the Directors' character, vision, behavior, the Directors' active involvement, and their responsibilities to understand the new program and the curriculum. The authors, Kosner and Posner (1995), Lambert (2009), and Leithwood and Rehl (2003), agreed on inspiring a shared vision. Vazquez (2009) agrees with demonstrating professional commitment, social sensitivity and loyalty. Consequently, the director is expected to have high expectations and have effective daily interactions with superiors, staff, and the community. Other studies focused on the Leithwood's second dimension on developing people. Some findings present the importance of the teachers' awareness on L2 teaching approaches, (Medina et al., 2014) and Bernaus (2009). Directors and Teachers have the need to receive fair, effective and transparent feedback, along with coaching, Steiner and Kowal (2007) and Bickman et al. (2012). Most important, teachers agree in improving their abilities, to have group interaction and individual motivation through professional development to reflect on implementing a new language program, Choi (2014). Directors need to challenge the process and enable others to act and encourage the heart. They need to be sensitive to the needs of others and create a trusting environment.

Regarding Leithwood's third dimension on redesigning the organization, a group of studies stated the importance of having school directors that can be trusted and that provoke well-planned changes adjusted to the culture, Drolet & Turner (2010), Ali (2013), and Choi, (2014). Most studies emphasized the need for Directors to model, share, and have collective knowledge and understanding of the communities, such as students, faculty members, parents, and the surrounding community, Leithwood (2010). Directors need to redesign their beliefs, routine and structures.

They also need to provide appropriate conditions and create a collaborative environment with trust in decision making. Most important, emphasis is directed to the use of cooperative learning communities (PLC), Schwab-Berger (2015).

Worldwide findings on directors' and teachers' perception support Banduras' (2009) social cognitive theory on self-efficacy. Directors are confident in their ability to help teachers improve. Lezotte, (2011). Preparation programs along with internships and effective supervision will secure beliefs in their ability, Versland, (2016). Directors feel passionate about education, have strong values, vision and confidence in themselves, (Singh, 2017). Supporting these studies, Goldring, et al (2018) confirmed in their longitudinal study that school directors benefit from a Principal Supervisor Initiative that engaged them into shifting to greater instructional leadership practices. Important findings related to the previous studies, is that teachers' perception of the directors' practices are for them to serve as resources, have effective communication, to be proactive and to provoke change that focus on the school culture, Herrera, (2010). Teachers expect supportive directors with planned changes, and to provide professional development, Ali, (2013). Teachers from high performing schools expect directors to employ leadership practices more frequently, such as, inspired shared vision and to challenge the process. Qiun, et. al. (2015). However, studies on perceptions of leadership practices have yet to be thoroughly studied in Puerto Rico.

Lastly, the reviewed literature on second language learning exposes that learning a second language has benefits. Second language learning enhances academic progress in other subjects, in career opportunities, improves college acceptance, but most important, it enhances the understanding and security in the community, the society, and eliminates barriers, NEA, (2007). The reviewed literature presents that directors have limited knowledge of the program, and that they also create misconceptions and lower students' expectations, Padron et al, (2016), and Medina

et al, (2014). Nevertheless, Directors acknowledge the success of the program to the teachers. Among the outstanding leadership practices were, a.) to influence change with professional development, b.) to assure culture building and building relationships, Green, (2016), and Choi, (2014).

From having searched various literature on second language learning, no other specific study on the AEI Program has been performed in Puerto Rico. Research has not provided potentially useful information on learning Spanish as a Second Language in Puerto Rico. The studies on the teachers' perception on second language learning expose that teacher training is needed to learn to decrease anxiety among the learners, and to modify their beliefs and styles, Wong,(2012) and Mejia, (2014). In addition, Schwab et al. (2014), and Mane et al.(2016), recommend establishing Professional Learning Communities (PLC) to provide time for the teachers to conceptualize and collaborate with others. Other studies with second language learners exposed diverse results, for example, how teacher behavior enhanced progress in second language learning, Moskousky et al., (2013). Blackford et al. (2012) presents findings that second language learning improves content knowledge. Salmona (2014) present results that confirms that Dual Language programs ensures acquiring second language learning. Contradictory, Burgos (2016), recommends to separate second language learning from the home language

Chapter III

Method

Introduction

This chapter describes and discusses the methodology, which includes the design of the investigation, the participants and procedure for the pilot study and the formal investigation, the description of the sample, the instruments used to measure the variables, the collection and the analysis of the data.

Research design

This study is a non-experimental correlational quantitative research, in which the researcher measured a variable of interest, in this case the independent variable; the Directors' self-perception of his/her leadership practices. Perceptions were defined as the the Directors' ability to become aware of self-efficacy on leadership practices on implementing the *AE* Program and the Teachers' ability to become aware of the Directors' leadership practices on implementing the *AE* Program in the public schools of Puerto Rico. The leadership practices identified were: setting directions, developing people, and redesigning the organization, according to Leithwood (2005). There was no attempt to control or manipulate the variable; instead, it were studied as they existed in relation to the dependent variable, the Teachers perception of the Directors' leadership practices in implementing the *AE* program.

Participants

This section provides a description of the research population, sample, and procedure used for the research data gathering. A total of 98 Directors and 1,148 teachers represented the schools in

the Ponce Region. According to Law 85 (2018), all participating directors and teachers of the *AE* program are required to receive professional development and provide educational services to the identified *AE* students from Kinder to twelfth grade in the public schools of Puerto Rico. A list included in the software program, known as Student Identification System, *Sistema de Identificación de Estudiantes*, (SIE) for the Spanish initials, identified participating Directors and Teachers in the *AE* Program that work in the Ponce Educational School Region in the Southwestern part of Puerto Rico.

Population

The population for the research were participating Directors and Teachers of the *AE* program from the Ponce Educational Region Public Schools. The Ponce Region consisted of a total of 98 schools that provided service in the *AE* program at the school districts of Ponce, Santa Isabel, Utuado, and Yauco. Of the 98 schools, 18 schools from the Yauco School District were utilized for the pilot study, (Appendix A).

Sample

A list of *AE* schools identified in the Ponce Educational Regional School provided the location of the schools. A sample table provided a calculated proportionate number of participating schools selected from the 78 schools. The result of sixty-five (65) directors were selected with a random sampling method, (Appendix B). As for the participating teachers, one Spanish and one Mathematics was randomly selected from each of the 65 schools, providing a total of 131 participating teachers. From the Yauco School District, eighteen (18) of the eighteen (18) were utilized for the pilot study.

The participants were distributed into proportionate clusters; since: $n_i = n (n_i/n)$, where $n_i =$

the sample size of cluster i ; n_i = total number of schools in the cluster i ; and n = total number of schools in the region ($n=78$). As a result of this procedure, the following clusters were formed: n_1 = Ponce School District (23); n_2 =Santa Isabel School District (25); and Utuado School District (17). In each of the selected 65 schools, the instrument was administered to the director and to one Spanish and one Mathematics teacher that participated in the *AE* Program, thus providing a sample of 131 teachers. The teachers represented the two areas of priority in the standardized tests, Spanish and Mathematics. Table 2 presents the proportional distribution of the cluster samples.

Table 2

Proportional distribution of the cluster samples

School District	Number of Schools	Sample of clustered Directors	Sample of Teachers
n1 = Ponce	26	23	46
n2 = Santa Isabel	34	25	50
n3 = Utuado	18	17	35
Total	78	65	131

The selected participants for the research were provided with a letter of introduction of the purpose of the investigation, along with a consent form, (Appendix C). The researcher complied with all the required legal aspects that guaranteed confidentiality of the research and protection of the participants' anonymity.

Instruments

The instruments are questionnaires developed by the researcher. The questionnaires intended to collect data to answer the research questions. The purpose of the research, the theoretical framework, and the experts' recommendations in the validity of instruments were

considered for the construction of the final instruments. The instruments include the title, *Relationship between the school director's self-perception and the teacher's perception of the Director's leadership practices in the implementation of the Spanish as a Second language Program in the public schools in Puerto Rico*, along with an introductory explanatory section. The investigator developed a survey in Spanish, with two versions; one referring to the Director's self-perception and the other referring to the teacher's perception of the Director's leadership practices on the AE program (Appendix D). The instruments were written in Spanish because the participants were native Spanish speakers. For reference, the researcher used Leithwood's (2003), basic successful leadership practices, Section 504 of Ley 85, and cross-reference of the conceptual framework. The questionnaires administered consisted of twenty-four items based on three basic successful leadership practices; setting directions, developing people, and redesigning the organization, regarding the AE program (Appendix D).

The structure of the questionnaires were based on a four-point Likert type scale. The items for answering were scaled in Spanish as follows: (*Siempre* (4); *A menudo* (3); *A veces* (2); *Rara vez* (1); *y Nunca* (0). Always (4); Most of the time (3); Sometimes (2); Seldom (1); and Never (0), as used by Vega and Zavala's (2004). Collaboration was requested from the Department of Education to obtain the participants' school location. The questionnaires did not request their names to order to protect the identity of the participants. This kept the participants anonymous throughout the procedure and allowed only the researcher to collect the data for the research.

Instruments validity

The validity of the content of the questionnaires was performed by a panel of experts in Education. The researcher provided a presentation letter about the research and of the

questionnaires. The written instructions were provided clearly and precisely, (Appendix E). A rubric with scales was provided in order to evaluate whether the items, structure and context were appropriate for measuring and if they were representative samples of the variables under study. (Appendix F). Additional space was provided for suggestions and recommendations on editing the items, if necessary. Following the evaluation and recommendations on the internal validity of the questionnaires, the researcher edited the questionnaires, and proceeded with the request to administer the pilot study.

Pilot study

Upon the authorization of the IRB and the Ponce Education Regional Office (Appendix G) the researcher followed these procedures for the pilot study in order to determine the reliability of the construction of the items and their relationship to the purpose of the research, according to Hernández, Sampieri, et al (2010).

The researcher:

- Identified the participants for the pilot study from Directors and Teachers of the *AE* program in Yauco. A sample table for participants provided the calculated amount of participants for the pilot study in Yauco. The calculated amount consisted of 18 Directors of the elementary and secondary levels along with 9 Spanish Teachers and 9 Mathematics Teachers (Table 3).
- Obtained the location of participants for the pilot from the *SIE* (2018) list. (Appendix A).
- Visited the Ponce Education Regional Director and coordinated the date and time to provide orientation and the administration of the pilot study (Table 2).
- On the scheduled date, the researcher offered a brief orientation consisting of the absence

of risks and the confidentiality extended by law and any other necessary information.

Participants were notified of no known risks or discomforts associated with the study, nor was there any direct benefit or compensation to the volunteer participants. They were allowed to clarify questions or problems about their rights by calling the IRB Administrator or the researcher, and to withdraw from the study, any time.

- The researcher provided a letter of introduction and interest of the research, along with a consent form to comply with the IRB and the Department of Education requirements (Appendix G). The participants, (Table 2) volunteered to complete the questionnaires and present questions, concerns or complaints to the researcher or the Chairman. Participants completed and handed in the consent forms, voluntarily (Appendix C). Participants were given a period of ten days to submit the answered questionnaires.
- The questionnaires were put in a sealed envelope and placed inside a sealed box, which were placed in a designated area of the school library, and collected by the researcher.
- The questionnaires were tested by the Cronbach's alpha test to provide the reliability of the items and context of the survey on how closely related the indicators are as a group, (Hernandez Sampieri, 2010).
- The indicators with relatively high internal consistency of a reliability coefficient of .70 or higher is considered "acceptable"; .80 and above is better; and .90 and above is best. The Directors' results was .818%, and the Teachers' was .916%.
- The researcher then proceeded to construct the final questionnaires. The responses to the questionnaires will be maintained in strictest confidence under the researcher's responsibility according to the current legal requirements and will not be revealed unless required by law.

- The researcher submitted the results of the pilot study to request authorization from the Committee and the IRB for the authorization to proceed with the formal study. The researcher completed the required IRB net process for the authorization to perform the formal study.

The pilot study was administered according to the procedures mandated by the IRB and the Department of Education, Circular Letter (13-2014-2015), (Appendix G). Every attempt was made to see that the data collection information was confidential. This study did not attempt, or need, to retrieve any personal information.

Table 3

Distribution of participants: Pilot Study

Yauco	Participants		
	Directors	Spanish Teachers	Mathematics Teachers
Population	18	146	149
Sample size	18	9	9

Research procedure

The Department of Education required the use of the authorization forms for the process of validation, pilot and formal study. These procedures offered guarantee to any threat or violation of their privacy, according to Hernández, Sampieri, et al (2010). The investigator used the forms required (Circular Letter 13-2014-2015) to initiate the formal research.

- Upon completion of the pilot study and the authorization from the Chairperson, the researcher coordinated the authorization for the formal research procedure with the

Director of the Ponce Education Regional Office.

- This proceeded with an online request to the IRB for authorization of the formal research.

Upon receiving the authorization (Appendix G) the formal research commenced at a planned date for the clusters mentioned previously, (n1, n2, and n3).

- The researcher provided orientation to the participating Directors and Teachers about the absence of risks and the confidentiality extended by law. Participants completed and handed in the consent forms, voluntarily (Appendix C). Participants were allowed to be in the study and present questions, concerns or complaints to the researcher or the IRB Administrator.
- The researcher presented the cover letter, provided the questionnaires, monitored the returns and follow-ups, when necessary.
- The researcher collected the answered questionnaires after a period of ten days from the orientation. The completed questionnaires were placed in a sealed box at the school Library.
- The researcher analyzed the data.
- The researcher presented the findings and recommendations to the Committee.
- The responses to the questionnaires will be maintained locked and in strictly confident location under the researcher's responsibility according to the current legal requirements and will not be revealed unless required by law. The questionnaires will be destroyed at the end of a three year period.

Table 4

Distribution of participants for the formal research

Clusters	Sample of clustered Directors	Sample of Teachers
n1 = Ponce	23	46
n2 = Santa Isabel	25	50
n3 = Utuado	17	35
Total	65	131

Every attempt was made to see that the data collection information is confidential. This study did not attempt, or needed, to retrieve any personal information. The nature and the purpose of the study and the right to inform a consent to participate or not and their privacy was respected, as stated by the IRB. The statistical analysis of the data was submitted into the SPSS 25 Program for the analysis of the data. The statistical results from the questionnaires provided the answers to the research questions regarding the relationship between the directors' self-perception and teachers' perception on leadership practices. The responses to the questionnaires will be maintained in strictest confidence under the researcher's responsibility according to the current legal requirements and will not be revealed unless required by law. The formal research followed the steps in a chronological order as shown in Table 5.

Table 5

Calendar of the formal research procedure

Calendar	Date
1. Apply and obtain authorization. (DE, Committee, and IRB)	May
2. Orientate the participants and give them the consent forms	May
3. Proceed with the pilot study.	May
4. Communicate with the identified sample	June
5. Administer the formal survey	June
6. Statistical analysis of the results	July
7. Present the findings	December

Statistical analysis

Upon receiving the completed surveys, the researcher proceeded to analyze the findings along with recommendations to be presented. The researcher proceeded to evaluate and analyze the data in relationship with the variables using the descriptive statistical to reveal the Means scores and standard deviations for the discussion of the findings, conclusions, implications and recommendations required for the final presentation, (Ary, 2006). The data was analyzed and statistically evaluated with the use of descriptive and inferential statistics by using the Statistical Package of Social Sciences Program (SPSS 25). To analyze the collected data the Independent t-tests statistical procedure presented the strength and direction of the relationship between the variables mentioned before, (Ary, et al. 2006). The Independent t-tests formula compared the two groups: ($X_1 - X_2$), the directors and the teachers. Two values will be calculated for each group; 1.) the calculated t-value using the t-value formula to determine the Mean (μ), variance (S_1) and the sample size (n); along with 2.) the critical t-value from the t-table in the textbook. This gave us the

standard error of the difference between means. The statistically significant difference is either positive or negative P- value of 5%. This low score means the data did not occur by chance, the data is valid, significantly. The greater the t is, the results are repeatable; the more difference there is between the two groups. The closer t is to 0, there isn't a significant difference, the more similarity there is between the groups. The Pearson Coefficient Correlational test determined the relationship of the perceptions on leadership practices of the two participants. Detailed statistical analysis on the value of the expected results of this investigation resided on answering the following research questions.

The main research question answered was; What is the relationship between the school directors' self-perception and the teachers' perception of the leadership practices in the implementation of the AE program? Along with the sub-questions, (1.) What self-perception does the school director have about his/her leadership practices in the implementation of the *AE* Program? (2.) What perception do the teachers have about the school directors' leadership practices in the implementation of the *AE* Program? The statistical analysis for each of the research questions are presented in Table 6.

Table 6

Statistical analysis of the research questions

Investigation questions	Variables	Statistical analysis	
1. What is the relationship between the directors' self-perception and teachers' perceptions of the leadership practices in implementing the <i>AE</i> Program?	<i>AE</i> Program	Pearson Correlation	<i>0.5 significant</i>
Sub problems:			
1. What self-perception does the school director have about leadership practices in the implementation of the <i>AE</i> Program?	Directors' perception	mean, standard deviation	
2. What perception do teachers have about the school director's leadership practices in the implementation of the <i>AE</i> program?	Teachers' perception	mean, standard deviation	
3. What is the difference between the directors' self-perception and the teachers' perception on leadership practices in the implementing of the <i>AE</i> Program?	leadership practices	Independent t-tests	

Chapter IV

Results

The purpose of this study was to identify the relationship between the directors' self-perception and teachers' perceptions of the leadership practices in implementing the AE program in the public schools of Puerto Rico. This non experimental correlational research examined the variable: Directors' self-perceptions of his/her leadership practices. Data was collected from 65 director participants and 131 teacher participants of the AE Program in the Ponce Educational Region in Puerto Rico. The participants were 23 Directors and 46 Teachers from the Ponce School District; 25 Directors and 50 Teachers from the Santa Isabel School District; and 17 Directors and 35 Teachers from the Utuado School District. In each of the selected 65 schools, two instruments were administered; one for the directors' self-perception and the other for the teachers' perception on the Directors' leadership practices, thus providing a sample of 65 participating directors and 131 participating teachers, see Appendix D.

To classify the variable perception of the participants and interpret the data results of both groups of participants, a second scale was developed consisting of three categories: *Low perception level* (for those within 0 – 1.33), *Moderate perception level* (for those within 1.34 – 2.66), and *High perception level* (for those within 2.67 – 4.00), see Table 7. Descriptive statistics, (mean and standard deviation), were chosen to summarize the results of the directors' self-perception and the teachers' perceptions on leadership practices. The outcomes were presented as they related to the stated purpose, the sub-problems and problem of the research. For the statistical analysis of the study, the collected data was processed with the *Microsoft Excel 2013* and the *Statistical Package for the Social Science (SPSS) 25*.

Table 7*Scale for classifying Directors' self-perception and Teachers' perception level*

Classification	Mean scores
High perception	2.67 – 4.00
Moderate perception	1.34 – 2.66
Low perception	0 -- 1.33

Results of the research questions

In this section the results of each sub-problem and the main research question are presented. Each question was analyzed individually with descriptive statistics for an overall summary. The first two sub-problems were analyzed with descriptive statistics to identify the mean and standard deviation obtained from the 24 indicators of the questionnaires on perceptions on leadership practices. The third sub-problem was analyzed with the independent t-test to determine whether there was a significant statistical difference between the means in the two groups. The main research question was analyzed with the Pearson Correlation Test. The following table presents the Mean score and the Standard Deviation of both participants.

Table 8*Directors' and Teachers' perceptions on leadership practices in the AE Program*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Directors	65	3.54	.598	.074
Teachers	131	3.14	.865	.075

Sub problems 1

What is the school directors' self-perception on his/her leadership practices in implementing the AE Program in the Ponce Region in the public schools of Puerto Rico?

The data exposed that 89.2% of the 65 participating directors scored a *High* self-perception, according to the scale for classifying the variable perception, see Table 9. This indicated in general terms, that the directors have a *high* self-perception of their leadership practices in the implementing of the AE Program. To determine the school directors' self-perception on his/her leadership practices in implementing the AE Program in the public schools of Puerto Rico, first the mean and the standard deviation was calculated for each of the 24 indicators on the questionnaire titled; *Relación entre la auto-percepción del director sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico*.

Table 9

Scale for classifying the Directors' self- perception level on his/her leadership practices in the AE Program

		Frequency	Percent	Valid Percent	Cumulative
Valid	High perception	58	89.2	89,2	100.0
	Moderate perception	7	10.8		10.8
	Low perception	0	0		0
	Total	65	100.0		

Note. n = 65

Directors' questionnaire results

The highest averages scored on the Directors' perception of his/her leadership practices were, indicator 9, Provide orientation to the parents; *oriento a los padres sobre los servicios provistos por el programa AE*, with a 3.78 mean, and a .625 standard deviation. Indicator 1, Model respect to the AE participants, *modelo respeto a los participantes del programa AE*, with a 3.76 mean and a .712 standard deviation. Indicator 10, Provide orientation on the program's mission and vision, *orienta sobre la mision y las metas del programa*, with a 3.74 and a .756 standard deviation. Indicator 11, Assure the accomplishment of the program requirements, according to the Ley 85 (2018). *propicia el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018)*, with a 3.73 mean, and .672 standard deviation; and indicator 23, Provide the established accommodations for the AE students, *provee los acomodos establecidos para los estudiantes AE* with a 3.73 mean and a .672 standard deviation.

The lowest averages of the indicators were, indicator 24, Offer profesional development based on the need assessment, *ofrece desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro* with a 3.38 mean and a 1.000 standard deviation. Indicator 15, Administer a need assessment on the AE Program, *administra un estudio de necesidades del programa AE a los maestros*, with a 3.36 mean and a 1.118 standard deviation. Indicator 22, Offer periodical interdisciplinary meetings to discuss the needs of the program, *realiza reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa*, with a 3.31 mean and a .990 stand deviation. Indicator16, Prepare an activity plan for the program, *prepara un calendario de actividades del programa*, with a 3.22 mean and a 1.19 standard deviation. Table 10 presents the averages of the mean and the standard deviation of each indicators on the directors' self-perception on leadership practice.

Table 10*Directors' perceptions on leadership practices in the AE Program*

Indicators	Mean	Std. Deviation
Oriento a los padres sobre los servicios provistos por el programa AE.	3.78	.625
Modelo respeto a los participantes del programa AE.	3.76	.712
Oriento sobre la misión y las metas del programa.	3.74	.756
Propicio el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018).	3.73	.761
Proveo los acomodos establecidos para los estudiantes AE.	3.73	.672
Propicio el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma.	3.69	.753
Divulgo a los maestros sobre el programa AE.	3.68	.800
Asisto a las orientaciones ofrecidas del programa.	3.68	.615
Brindo apoyo a los compañeros cuando se necesita sobre el programa.	3.63	.807
Brindo orientación en el área de necesidad del programa AE.	3.62	.739
Creo ambientes favorables para aprender un segundo idioma.	3.59	.886
Convoco a todos sus miembros del (COREL). Comité de Revisión	3.57	.951
Analizo el estudio de necesidades sobre el programa AE.	3.57	.809
Incorporo la participación de los padres de los estudiantes del programa AE en la gestión educativa.	3.56	.941
Propicio un diálogo abierto sobre el programa AE.	3.53	.900
Superviso la implantación del plan individualizado de los estudiantes participantes del programa AE.	3.53	.908
Proveo libertad para tomar decisiones que tienen que ver con el programa AE.	3.49	.896
Realizo visitas de apoyo periódicamente a la sala de clase relacionadas al programa.	3.48	.926
Ofrezco oportunidad de participación en la toma de decisiones del programa a los miembros del COREL.	3.47	1.038
Ofrezco desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro.	3.38	1.000
Administro un estudio de necesidades del programa AE a los maestros	3.36	1.118
Realizo reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa.	3.31	.990
Preparo un calendario de actividades del programa.	3.22	1.119
Sub total	3.54	.598

Sub-problem 2

What is the teachers' perception on the directors' leadership practices in implementing the AE Program in the public schools of the Ponce Region in Puerto Rico?

The results indicated 74.8% of the 131 teachers scored *High* perception, according to the scale for classifying the variable perception, see table 11. In general terms, that teachers have a *high* perception of the directors' leadership practices in the implementing of the AE Program.

To determine the teachers' perception on the directors' leadership practices in implementing the AEI Program in the Ponce Region in the public schools of Puerto Rico, first the mean and the standard deviation was calculated for each of the 24 indicators on the questionnaire. From the results of the descriptive statistical analysis on the questionnaire titled, *Relación de la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico*.

Table 11

Scale for classifying the Teachers' perception levels on the directors' leadership practices in the AE Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High perception	98	74.8	74.8	100.0
	Moderate perception	26	19.8	19.8	25.2
	Low perception	7	5.3	5.3	5.3
	Total	131	100.0	100.0	

Note. n = 131

Teacher Questionnaire Results

The highest averages scored on the Teachers' perception of the directors' leadership practices were: indicator 1, Models respect to the AE participants, *modelo respeto a los participantes del programa AE*, with a 3.54 mean and a .749 standard deviation. Indicator 11, Assures the accomplishment of the programs' requirements according to Ley 85, (2018), *propicia el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018)*, with a 3.52 mean, and .837 standard deviation. Indicator 23, Provide the established accommodations to the students, *provee los acomodos establecidos para los estudiantes AE*, with a 3.43 means and a .914 standard deviation.

The lowest averages of the indicators were, indicator 17, Offers professional development according to the teachers' needs, *ofrece desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro* with a 3.02 mean and a 1.226 standard deviation. Indicator 15, Administers a need assessment on the AE Program, *administra un estudio de necesidades del programa AE a los maestros*, with a 3.05 mean and a 1.207 standard deviation. Indicator 2, Periodically visits teachers to offer support on the program, *realiza visitas de apoyo periódicamente a la sala de clase relacionadas al programa*, with a 2.91 mean and a 1.276 standard deviation. Indicator 22, provides interdisciplinary meetings to discuss the needs of the program, *realiza reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa*, with a 2.69 mean and a 1.287 standard deviation. Indicator 16, Prepares an activity plan for the program; *prepara un calendario de actividades del programa*, with a 2.66 mean and a 1.286 standard deviation. Table 12 presents the mean and the standard deviation of each indicators on the Teachers' perception on leadership practice.

Table 12 *Teachers' perception on leadership practices in the AE Program*

	Mean	Std. Deviation
Modela respeto a los participantes del programa AE.	3.54	.749
Propicia el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018).	3.52	.837
Estimula la autonomía en el proceso de enseñanza-aprendizaje en el programa AE.	3.45	.847
Brinda apoyo a los compañeros cuando se necesita sobre el programa.	3.45	.798
Provee los acomodos establecidos para los estudiantes AE.	3.43	.914
Brinda orientación en el área de necesidad del programa AE.	3.22	1.072
Incorpora la participación de los padres de los estudiantes del programa AE en la gestión educativa.	3.22	1.042
Analiza el estudio de necesidades sobre el programa AE.	3.22	1.011
Propicia un diálogo abierto sobre el programa AE.	3.18	.947
Orienta sobre la misión y las metas del programa.	3.18	1.080
Provee libertad para tomar decisiones que tienen que ver con el programa AE.	3.18	.927
Convoca a todos sus miembros del (COREL). Comité de Revisión	3.17	1.195
Supervisa la implantación del plan individualizado de los estudiantes participantes del programa AE.	3.12	1.068
Asiste a las orientaciones ofrecidas del programa.	3.12	1.150
Propicia el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma.	3.11	1.058
Divulga a los maestros sobre el programa AE.	3.09	1.184
Orienta a los padres sobre los servicios provistos por el programa AE.	3.09	1.124
Administra un estudio de necesidades del programa AE a los maestros	3.05	1.207
Ofrece desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro.	3.02	1.226
Ofrece oportunidad de participación en la toma de decisiones del programa a los miembros del COREL.	3.01	1.229
Crea ambientes favorables para aprender un segundo idioma.	2.91	1.178
Realiza visitas de apoyo periódicamente a la sala de clase relacionadas al programa.	2.91	1.276
Realiza reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa.	2.69	1.287
Prepara un calendario de actividades del programa.	2.66	1.286
Sub Total	3.14	.865

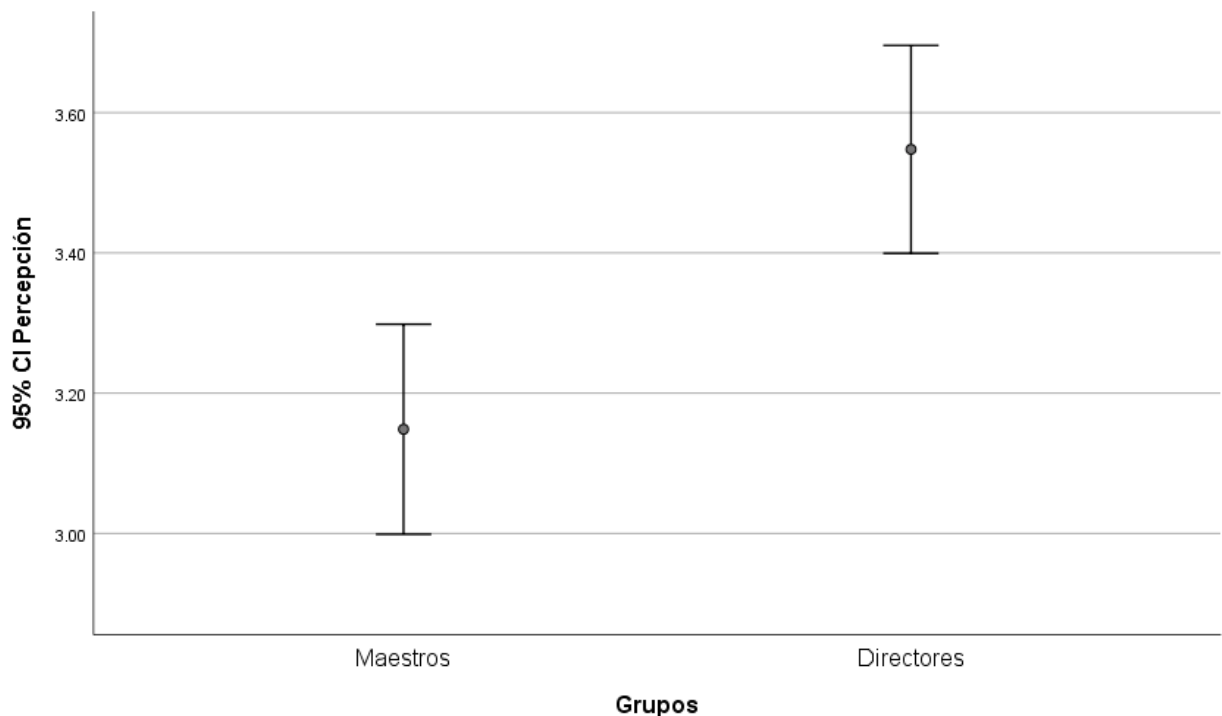
Sub problem 3

What is the difference between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE program?

The results confirmed a significant statistical difference between the directors' self-perception and the teachers' perception on the leadership practices in implementing the AE Program. The statistical independent sample t-test used to determine the statistical significant difference indicated how far the collected data of each group was from the mean. Graph 1, shows the obtained mean by the Directors self-perception (3.54) and the teachers' perception (3.14) on leadership practices in implementing the AE Program.

Graph 1

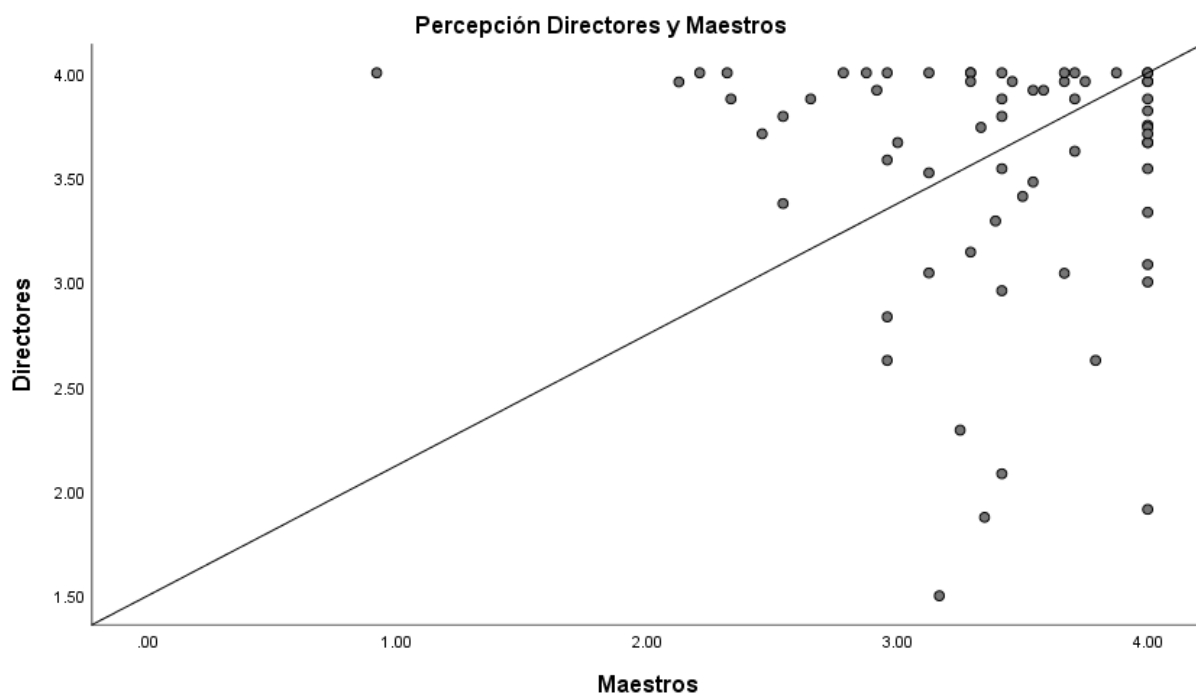
Directors' and Teachers' perception



The standard deviation of the directors' resulted as (.59%) and the teachers' standard deviation resulted as (.86%). The teachers' perception is further away from the mean, or average, showing a higher dispersion, or spread out of the means. Graph 2 shows the dispersion of the means from the both groups of participants.

Graph 2

Directors and Teachers Perceptions



The results of the statistical independent sample t-test used to determine the statistical significant difference is presented in Table 13. According to the Levene's Test to determine the difference between the means. It was used to test that the population variances are equal. If the result of p-value is less than 0.05, the obtained differences in sample variances are unlikely to have occurred on random sampling. Thus it is concluded that there is a significant statistical difference between the variances in the population. The collected data resulted as: $t = -3.33$; $p = .001$, (2-tailed), since it is less than 0.05; the CI of 95% emphasizes the significance of the effect size.

Table 13

Independent Samples Test

		Perception	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	12.484	
	Sig.	.001	
t-test for Equality of Means	t	-3.339	-3.766
	df	194	173.791
	Sig. (2-tailed)	.001	.000
	Mean Difference	-.39906	-.39906
	Std. Error Difference	.11952	.10597
	95% Confidence Interval Lower of the Difference	-.63478	-.60821
	Upper	-.16334	-.18991

Main research question:

What is the relationship between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE program?

The results indicated a weak positive of relationship between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE Program in the Ponce Region. The data results were analyzed using the Pearson Correlation Test. The low level of 0.01 level (2-tailed), reassures that 99.98% of the time the correlation is weak at an r of (.233). This statistical significant weak positive correlation is established by an absolute value established within $0.3 < r < 0.5$. This is according to the correlation table presented by Hernandez, et al, (2014). Table 14 illustrates the statistical significant weak positive relationship between the directors' and the teachers' perception.

Table 14

<i>Correlations between the directors' and teachers' perception on leadership practices</i>			
		Director's self-perception	Teacher's perceptions
Directors' self-perception	Pearson Correlation	1	.233**
	Sig. (2-tailed)		.001
	N	196	196
Teachers' perceptions	Pearson Correlation	.233**	1
	Sig. (2-tailed)	.001	
	N	196	196

Note. ** Correlation is significant weak positive at the 0.01 level (2-tailed).

Summary

This chapter presented the following detailed accounting of the results of the data analysis conducted for the three sub problems and the main research problem that guided this study.

Sub problem 1:

What is the school directors' self-perception on his/her leadership practices in implementing the AE Program in the Ponce Region in the public schools of Puerto Rico?

The data exposed that 89.2% of the 65 participating directors scored a *High* self-perception level according to the scale for classifying the variable perception, see Table 9. This indicated in general terms, that the directors have a *high* self-perception of their leadership practices in the implementing of the AE Program.

Sub problem 2:

What is the teachers' perception on the directors' leadership practices in implementing the AE Program in the public schools of the Ponce Region in Puerto Rico?

The data indicated that 74.8% of the 131 teachers scored a *High* perception level according to the scale for classifying the variable perception, see table 11. This data indicated in general terms, that teachers have a *high* perception of the directors' leadership practices in the implementing of the AE Program.

Sub problem 3:

What is the difference between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE Program?

The data confirms a statistical significant difference as $p = .001$ (2-tailed) between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE Program. Since the result of p-value is less than 0.05, the obtained differences in sample variances are unlikely to have occurred on random sampling. Thus it was concluded, there is a significant statistical difference between the variances in the population.

Main Research Problem:

What is the relationship between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE Program?

The results of the data exposed a significant weak positive relationship. The data revealed that the directors and teachers at the Ponce Region have a *High perception* on leadership practices in implementing the AE Program. However, it is a weak statistical significant positive correlation, resulting a low level of 0.01 level (2-tailed), which reassures that 99.98% of the time the correlation is weak at an r of (.233). A weak correlation would indicate that while both variables tend to go up in response to one another, the relationship is not very strong. This will be discussed in Chapter V.

Chapter V.

Discussion

Discussion

The purpose of this quantitative study was to identify the relationship between a director's self-perception to that of a teacher's perception toward leadership practices in implementing the *AE* Program in the public schools of the Ponce Region in Puerto Rico. This quantitative study asked directors and teachers to identify their perceptions on the directors' leadership practices when working with the *AE* Program. The research problems addressed in this study were:

- (1) What self-perception does the school director have about their leadership practices in the implementation of the *AE* Program?
- (2) What perception do the teachers have about the school directors' leadership practices in the implementation of the *AE* Program?
- (3) What is the difference between the directors' self-perception and the teachers' perception on leadership practices in implementing the *AE* program?
- (4) And, the main investigation problem: What is the relationship between the school directors' self-perception and the teachers' perception of the leadership practices in implementing the *AE* program?

To address and answer both Sub problems 1 and 2, along with the results of the descriptive statistical analysis of the Mean score, a developed scale for classifying the levels of perceptions also provided the results for each question.

The ranges of the levels were:

- a) High level perception: 2.67 to 4.00
- b) Moderate level perception: 1.34 to 2.66
- c) Low level perception: 0 to 1.33.

This chapter presents the discussion of the results based on the research problems, the theoretical framework, and the reviewed literature. The chapter is organized by presenting the discussion of the results, the conclusions, the limitations, and the recommendations.

Discussion of Results

Sub problem 1.

What self-perception does the school director have about their leadership practices in the implementation of the AE Program?

Results

The result of the descriptive statistics indicates that the majority of the directors (89.2% of the 65 participating directors), scored a Mean of 3.54, corresponding to a High level of self-perception according to the classifying scale. The following analysis and discussion will provide explanations as to why a High level of self-perception exists, and how these results relate to the theoretical framework, along with the reviewed literature. According to Leithwood and Jantzi (1999), school leaders are successful in cultivating inclusive, collaborative work environments when they apply transformational leadership practices. Research suggests that “transformational school leaders are in more or less continuous pursuit of three fundamental goals: 1) helping staff members develop

and maintain collaborative, professional culture; 2) fostering teacher development; and 3) helping them solve problems more effectively” (Leithwood, 1992a, pp. 9-10).

In agreement with the directors’ high self- perception, Herrera (2010) found that the practice of order, discipline, resources, and input are very influential for the development of the school culture. Other factors identified, such as efficacy and leadership practices, contribute to the principals’ confidence in their ability to improve their leadership practices, as supported by Anderson, et al. (2011). This high self-perception on leadership practices is also sustained with Craven et al. (2011), stating that directors use their time similarly in all the school levels on instructional leadership practices across school types.

Among the most noticeable High perceived leadership practices is modeling respect to the AEI participants with a Mean of (3.76). The result of a high self-perception on leadership practices agrees with the following studies from the reviewed literature on modeling respect to the teachers. Sustaining this result, directors need to find value in all the school’s teachers, as stated by Fullan & Hargreaves, (1996). The authors set forth that a teacher needs to be appreciated as a total person rather than as a bundle of competencies or deficiencies. Kouzes & Posner (2002) further sustained that leaders can create the spirit of community by affirming and supporting positive ideas from others.

Modeling respect to teachers has been sustained by leadership dimensions reinforced within six standards of the Interstate School Leaders Licensure Consortium (ISLLC), under the Educational Leadership Policy Standards of the United States (2008). Among the six standards, respect towards others is identified as: (a) collaborating with faculty and community members, responding to their interests and needs, and mobilizing community resources; (b) acting with integrity, fairness, and in an ethical manner; and (c) understanding, responding to, and influencing the political, social, legal,

and cultural contexts. These mentioned standards on respecting others, have also been sustained by Sanzo, et al (2010) with commonly used leadership practices, such as: (a) acting openly and honestly; (b) facilitating professional development; (c) leading with an instructional orientation, and (d) sharing leadership.

Also supporting the result on modeling respect towards the AE participants, Burns et al. (2010) found that it is essential for school leaders to work towards developing the positive people skills and necessary communication skills to maintain the necessary level of treatment that teachers deserve. Directors that showed high levels of respect were known for being more confident in their ability to help teachers improve by providing frequent and timely feedback, as well as by empowering teachers to collaborate in solving problems, as sustained by Lezotte (2011). Additionally, an article presented by Acosta (2013) identifies leadership practices as behaviors related to affective traits, in this case, showing respect towards oneself and others. The author confirms that directors must create and maintain a positive attitude and enthusiasm towards the personnel. On a personal level, the author adds directors should know, accept, and respect themselves in order to accept and respect others. An effective leadership requires to develop confidence and harmony between the leader and the subordinates. As confirmed by McKinney et al. (2015), successful directors' leadership practices include: (a) caring; (b) the ability to listen; (c) showing sensitivity to the needs of others; and (d) having high expectations for the teachers. On modeling respect to others, Singh (2017) also sustains that directors have successful behavior in demonstrating strong values along with a vision for academic excellence.

In addition, Mandanchian, et al. (2017) agree that an effective leader is one who exhibits certain behaviors, such as being charismatic and transformational, while practicing the five best behaviors of successful leadership practices found in the Leadership Practices Inventory (LPI).

According to Kouzes and Posner (1995), directors should model the way, challenge the process, and enable others to act, share a vision, and encourage the heart. Foremost, directors confronting the 2020 pandemic, a different set of virtues and practices along with the previously mentioned, are in order. The unexpected challenge of the “2020 wickedness”, referring to the online approach, Karelia and Van der Heyden (2020), sustains that respect to others must include a balance of confidence and humility, decisiveness and fairness, empathy and courage. In addition, Yohn (2020) sustains the importance of leading through changes, especially when they seem to be constant. A leader must begin with understanding the teachers, listening empathically, and developing emotional intelligence.

Directors also indicated a High self-perception (3.68) on receiving AE Program orientation. This means directors participated in professional development activities to remain informed about important issues and have a sense of mission to eventually share with teachers, as echoed by Wright (2008). Directors need to redesign their beliefs about leadership by studying routines and formally designed structures. It is recommended for directors to participate in effective and motivational activities that will enhance group interaction and individual motivation as a way to contribute to individual and organizational learning. Receiving orientation about a new program, in this case the AEI Program, is also sustained by Lambert (2009). The researcher states that leadership is a form of learning consistently in the following dimensions: (a) learning is reciprocal from one another; (b) learning has a purpose, a vision, and shared beliefs about the students’ academic achievement; (c) it is to learn to encourage group development through effective dialogue; and (d) to have interaction between learning, teaching, and leadership.

Also in agreement with directors receiving orientations, Louis et al. (2010) found that offering feedback is relevant to instructional leaders and to the district personnel on effective

leadership practices. To be effective, these leadership practices are based on specific effective standards such as: (a) continuous improvement in instructional leadership; (b) teaching and learning culture; (c) professional development; (d) support resources and educational development. In addition, the authors indicated effective schools rely on receiving collective knowledge, consisting of information about the school community that enables a better understanding of the school communities, which included school personnel, students, and the immediate neighborhood.

Adding to the importance on directors receiving orientation, Davis et al. (2012), sustain that university-based principal preparation programs are successful in director preparedness and practices on the job. The preparation programs consist of core leadership development practices or skills; development of leaders who can generate organizational change; alignment with leadership theory and practice; and effective internships with skilled supervision. In agreement with directors receiving orientations, Bouchamma et al. (2014) found directors showed a positive impact for group training seminars, as opposed to individual mentoring. On the other hand, Stevenson et al. (2016) confirmed that leaders increasingly preferred technology-mediated, informal professional learning over more traditional and structured forms. Furthermore, leaders are drawing on insights from popular thinkers in education aided by the expanded networks which current technology tools afford. Confirming the important leadership practice on directors receiving orientations, Polonic (2016) sustains directors need to continuously develop as a leader in four main areas: (a) to develop as an instructional leader; (b) to refine their skills to communicate in order to influence others; (c) to learn from others, and (d) to apply what they have learn.

Directors also self-perceived themselves highly on the leadership practice on offering support to teachers, with a mean of (3.63). Offering support to teachers is sustained by Bandura and Wood's theoretical framework of efficacy (1989). The author states that resilient belief in

one's ability to mobilize the efforts of others in a joint endeavor, promotes organizational attainments, as well as individual accomplishments. To guide directors on how to offer support to teachers, Kouzes and Posner (1995) developed Five Practices of Exemplary Leadership:

- (a) Model the way by setting an example to express behaviors that reflect shared values and to achieve small wins that build confidence, commitment, and consistent progress.
- (b) Inspire a shared vision by envisioning an uplifting, exciting, and meaningful future, and to enlist others in a common vision by appealing to their values, interests, hopes, and dreams.
- (c) Challenge the process by searching out challenging opportunities to change, grow, innovate, and improve, and by experimenting, taking risks and learning from mistakes.
- (d) Enable others to act by fostering collaboration to promote cooperative goals and to build trust. In addition, strengthen people's ability by delegating power, developing their competence, and offering visible support.
- (e) Encourage the heart of the Teachers by recognizing individual contributions to the success of the project and by celebrating team accomplishments regularly.

The Interstate School Leaders Licensure Consortium (ISLLC) under the Educational Leadership Policy Standards of the United States (2008) also corroborate offering teacher support. These six standards focused on setting a widely shared vision for learning; developing a school culture conducive to student learning and staff professional growth; ensuring effective management for a safe learning environment; collaborating with faculty and community members, responding to their interests and needs, and mobilizing community resources. Directors need to encourage teachers to develop their potential and view their mistakes as learning experiences. Offering support indirectly also influences teacher practices by fostering collaboration and

communication around instruction (Supovitz, et al. 2009). In addition, research by Louis et al. (2010) also shows that in effective schools an open dialogue concerning the program increases the collective knowledge by keeping the school community informed and in contact with school personnel, students, and the immediate neighborhood.

For directors to lend support to teachers, they need a vision for decision-making and commitment to development Hallinger et al. (2010). They should empower staff, promote participation, and encourage support groups. Davis et al. (2012) found that by offering teacher support principals from higher performing schools, through their leadership qualities, were successful in overcoming many of challenges, including inappropriate government policies. Firstly, these principals demonstrated a strong vision and values for academic excellence and a firm belief in their ability to bring about positive change in their schools. Secondly, they provided the necessary conditions for teaching and learning to be successful. Thirdly, they demonstrated a solid commitment to achieving academic success for the schools and students alike. Finally, they were consistent in providing sustained leadership in their efforts toward school improvement. In essence, these principals enjoyed greater trust and respect from their teachers, students, and parents.

State mandates regarding teacher support expressed in Circular Letter 29-2015-2016 and the New Educational Reform Law 85 (2018) require that schools have a commitment to meeting the goal of the Adequate Yearly Growth (AYG). Directors should offer constant support to meet student needs. Teacher planning should be geared towards achieving the annual objectives of the subgroup, referring to the AE Program. To help offer teacher support during times of drastic changes, Karelia & Van der Heyden (2020) developed a guide for directors to effectively deal with the “Wickedness 2020” problems consisting of five stages to: (1) frame the problem; (2) explore

“better” options; (3) make a decision, explain it thoroughly and set the right expectations; (4) execute the plan with commitment; and, (5) evaluate the outcomes for progress and learning, adapt it and restart the cycle.

However, within the High level of perception, participants indicated a Mean score of (3.36) regarding the administration of an AE Program needs assessment. This result that does not agree with Fullan’s (2008) six secrets on how to manage change in an organization to meet the teacher needs. The challenge is to learn and share these six secrets among the organization. The secrets are: (a) to provide appropriate teaching conditions; (b) provide for social and intellectual interaction among the teachers; (c) be selective with the resources earmarked for professional development; (d) support a profound and consistent learning environment; (e) exhibit less intimidation in learning to balance pressure and support; (f) learn the system for forming group work and trust its decisions by modeling, sharing, and developing leaders that will understand and be productive. Effectively carrying out these secrets will inspire desired actions in Directors towards effective leadership practices.

A needs assessment is important and beneficial for both directors and teachers. The importance of administrating a needs assessment, as stated by Nicklin et al. (2011), self-efficacy influences goal revision. Teachers will modify their goals based largely on feedback on normative standards. Directors must be knowledgeable, confident, and prepared to address the teachers’ needs. A needs assessment will guide the directors to identify appropriate resources to address individual or collective needs regarding the AEI Program. With the administration of a needs assessment, Ahmad et al. (2012) agree that directors can carry out instructional leadership practices more frequently. Instructional leadership is a change from conventional management practice, in which the directors are were seen as general managers, to a director as instructional

leader. Directors of effective schools work collaboratively with the teachers to ensure that the schools apply a rigorous curriculum program. The aim of a need assessment is to modify teaching beliefs, their styles and to provide guidance on successful teaching behaviors (Wong 2012). Gallup Inc. (2014) also illustrates the benefits of provoking teaching behaviors. It states that “When talented directors create environments in which teachers are highly motivated and productive, it puts students in a better position to succeed” (p.35). Also echoed by McKinney et al. (2015) who also identified additional successful director practices, included setting high expectations for staff, exhibiting a caring attitude, demonstrating the ability to listen, and being sensitive to the needs of others. Clayton, (2014), confirmed that directors expressed the need to be better prepared for the challenges they faced. Consequently, it is important for directors to improve in identifying the individual needs of teachers in order to provide professional development activities regarding instructional support in the AE Program.

Overall, this high self-perception of the directors’ leadership practices in implementing the AE Program contributes to the knowledge, the importance and the benefits of successful leadership practices for directors in the Ponce Educational Region. The result of this sub problem identified successful leadership practices sustained by previous research. Among the successful leadership practices, the majority of the participating directors acknowledged they tend to: model respect to others; go to orientations, known as professional developments to obtain and provide others with current information. Although directors offer frequent teacher support, there is room to improve the administration of a needs assessment for teachers in the AE Program.

Sub problem 2.

What is the teachers' perception about the school directors' leadership practices in the implementation of the *AE* program?

Results

The study revealed that teachers have a high perception level of the director leadership practices in implementing the *AE* Program. The results from the descriptive statistics indicated a mean score of 3.14. This result illustrates that the majority of the teachers, (74.8% of the 131 participating teachers), have a high perception of director leadership practices in implementing the *AE* Program. This high level of perception was obtained from a scale developed for classifying the levels of perceptions, as previously mentioned.

This result agrees with the mandates of Law 85 (2018) which state, among other statutes, that teachers are the main agent of change and rely on the successful leadership practices of directors. Directors need the necessary skills, knowledge, and attitudes to develop their capacities for the *AE* Program. The results of the outstanding items provide a further explanation as to why a high perception exists in this sub problem and, in addition, how this result relates to the reviewed literature.

When looking among the highest item results, participants identified three important leadership practices: modeling respect, with a mean of 3.54; assuring accomplishment of program requirements, with a mean of 3.52; and directors offering support to teachers when needed, with a mean of 3.45. These results are consistent with the transformational leadership developed as a model for school leadership, Leithwood (1994). The author found the four I's of transformational leadership necessary for school directors to meet the challenges of today's schools, these are:

individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. They are considered to greatly impact the building of a foundation for a positive school climate.

The majority of the participating teachers perceived that the directors modeled respect to them. Leadership practices exercised by directors have a significant effect on teacher confidence when the teachers are involved in decision-making, when they are supported by the director, lead with passion, and are respected within the school community, (Eliophaotoa 2011). Teachers also expect open and continuous communication from directors that may lead to well-planned changes. Successful leadership practices are daily interactions that focus on the school climate, (Bouchamma 2012). Modeling respect to teachers makes directors seem compassionate to the teachers' new realities, (Casablanca & Casablanca 2020). Thus provoking higher levels of trust, morale, productivity, loyalty, and engagement. The authors recommend the following challenging leadership tips in order to engage on a personal and emotional level: 1) understand that teachers are not likely to be the same as before, 2) engage more with the team collectively and individually, 3) communicate and be open, and 4) accommodate their needs and explain when changes are not feasible.

Teachers also had a high perception of directors ensuring the accomplishment of program requirements. This result is consistent with Drolet & Turner's (2010) guide which conveys approved, significant, and effective strategies that are easy to implement. Among the guidelines for successful leadership practices to ensure the accomplishment of goals, are to: (a) share beliefs and set goals, (b) improve how students learn, (c) collaborate and share decision making, (d) strengthen the communication, (e) monitor success, (f) provide support, (g) build strong relationships, and (h) to change and adapt. Wong (2012) echoes these guidelines and goes on to add that ensuring the accomplishments of the program's requirements may lead teachers to gain more knowledge and

consequently altering their beliefs about teaching. Parsons and Beauchamp (2012), show that a director's influence is initiated by "developing teachers' efficacy in curriculum and instruction, engaging and motivating staff, fostering a shared purpose, creating conditions for effective teaching and learning, fostering program coherence, encouraging organizational learning, and through feedback, direction, and communication". Most importantly, for the AEI participants, Moskousky, et al. (2013), expressed that teacher behaviors help improve the progress in second language learners. Kvist's (2014) further found that teachers are aware of the current knowledge and teaching on second language acquisition (SLA). In agreement with ensuring the accomplishment of program requirements, Salmona (2014) demonstrated that having Spanish and English teachers work in parallel ways is a key factor in facilitating second language acquisition, and consequently, increasing cognitive knowledge. In line with accomplishing program requirements, Quin et al. (2015) found that directors who shared the school's vision and challenged the process employed leadership practices more frequently and obtained higher academic performing schools.

A mean of 3.45, participants also perceived that directors offered support to them as needed. This result coincides with Leithwood's et al. (2004) Transformational Theory on developing others. Directors need to understand teachers' emotional states and their diverse and complex personalities to transmit a sense of mission and to increase indirectly their performance. Also agreeing with the result on offering teacher support is Ali's (2013). Directors must be trustworthy and have well planned changes, be supportive to teachers, adjust to the school culture, and provide professional development activities. Hull (2012), also addresses the importance of supporting teachers, and confirms that "Effective principals are more likely to provide their teachers with the support and motivation they need to be effective teachers".

Directors need to provide professional development activities to teachers, as well as stimulating strong Professional Learning Communities (PLC), as sustained by Coles-Ritchie (2010). PLC's provide the opportunities to share the mission, vision, and values. The importance and benefits of the PLC's is also sustained by DuFour & Eaker, (1998:45). "These communities emphasize on collective inquiry, foster collaborative teams, orient towards action, encourage the willingness to experiment, commit to continuous improvement, and focus on results".

PLC also involves facilitating individualized and differentiated learning (Mane et al. 2016). In addition, PLC enhances collaboration and cooperation among teachers. Most importantly, it offers teacher preparation programs, ongoing assistance, and mentorship for new teachers. Schwab-Berger (2015) and Wong (2012) also attest to the importance of establishing PLCs. These authors agree that teachers who engage in collaboration with colleagues and reflect on practices that strengthen teachers' classroom practices will positively affect student achievement.

Directors should rely on research-based practices for maintaining and sustaining high teacher expectations for instructional accountability, (McCann 2011). Teachers are influenced by a director's experience, motivation, their enrollment in program development, and decision-making skills. Consequently, teachers receiving meaningful feedback from directors modified their teaching beliefs and styles. Raman et al. (2015) argue that by *supporting teachers*, "Transformational leadership practice can bring about good change in the administration and management of the school. This change can also increase teachers' motivation and commitment; thus increase school effectiveness." Directors should also offer encouragement in teaching methodology. The individual motivation of a teacher, teacher instructions, teaching methodology, and classroom setting were among the influential factors in terms of quantity and quality of second language learning in the classroom, as sustained by Akhter, et al. (2016). In addition, Yohn (2020)

presents a 3-step guide to align, inspire, and empower the teachers. These leadership practices will help Directors ensure the purpose and core values, communicate clearly, frequently and personally, and establish clear processes.

Looking closer at the teachers' item scores on teacher perception of the directors' leadership practices, lower perceptions emerge. First, teachers perceived that directors received orientations offered under the AE Program with a mean score of 3.12. This means teachers identified some directors are not attending professional development activities. The need for directors to receive more orientations has been sustained by Hussein (1995). Professional development programs for directors must meet future training needs. Yet, Directors indicated "administrative coursework should be included in training programs. The administrative areas identified were: designing curriculum; requesting, developing, and allocating a budget; and creating an evaluation for the program and the staff. In contradiction, Lying's (2013), sustains that a director's limited leadership practices with the teachers is provoked by excessive accountability driven by the central government and by the lack of trust. Directors need to learn from others and apply what they learn Polonic (2016). A director's lack of understanding of a second language learning program creates misconceptions and consequently, lower educational expectations, (Medina, et al. 2014). In agreement, Padron et al. (2016) states directors may have limited knowledge about operating a new program. The directors attribute the success of a program to teachers that assist directors in providing support to teachers and training other teachers in need.

Next, teachers also had a low perception of the directors' administration of a needs assessment to the Teachers about the AE Program, with a mean score of 3.05. Konu et al. (2010), also found that teachers reported a low perception of the leadership practice of obtaining assistance from principals, professional development, and equal treatment. Anderson and Wigler (2010), sustains

that performing a need assessment and teacher diagnostics are very important and are recommended to obtain perspectives related to the diverse problems they confront daily in order to foster open and continuous communication, as sustained by. The authors go on to recommend forming groups of teachers to analyze and solve problems that affect teaching and professional interaction. Teachers perceived that directors should be proactive, provoke change, facilitate progress, challenge the status quo, inspire innovation, and adapt quickly to changes. Drolet et al. (2010), sustains the importance of effective communication between teachers and directors.

Lastly and most noticeably, with a mean score of 2.66, the participants' perceived the directors' lowest leadership practice as, preparing an activity plan for the AE Program. According to Leithwood (2007), planning strategies is a fundamental instrument that constitutes a major factor in confronting change and understanding the benefits. This result is sustained by Manzano et al, (2013) that directors need to be aware that their leadership practices are not observable, but perceived by actions. This refers to strategies that pursue the accomplishments of short, medium, and long term objectives. These designed strategies should mobilize the course design, provide the assigned resources and implementation within a timed reference. The authors added that the strategic planning outcomes were least attended in the planning process. Thus stating that the teachers' confidence influences an effective strategic planning. Ahmad's et al. (2012) and Choi (2014) agree that principals from the "excellent schools" should practice the instructional leadership functions more frequently. As an example of a strategy, Choi (2014) sustains the importance of providing professional development for improving teaching skills. Consequently, leadership practices manifested through a director's management style and support is a major influence for success. Other planned activities sustained by Sanchez (2017), focus on fulfilling skills and weaknesses from external and internal professional development activities for teachers.

External planning refers to Higher Education strategies, and internal strategies refer to schools planning. Both planning activities facilitate factors that provide teachers' benefits such as an increases in salary and professional promotions. Among the planning activities to accomplish goals are: to introduce new perspectives; to create focused and meaningful dialogues; challenge the thinking and actions of the teachers by questioning their practice; strengthening the observation focus; and directing attention to the goals. Although, Takahashi and McDonald (2016), agree external experts contribute to support and collaboration partners in development of planning activities in schools, there is more research needed in how external resources can contribute to planning and design of interventions related to the teachers' collective professional development.

In agreement, Hauge (2019), focused on teachers' collective professional development in school. Collective processes in professional learning communities (PLCs) is dominated by the trust between the participants. This refers that teachers have an influence on planning and initiation of teachers' professional development. In addition, the impact of external support on teachers' professional development was also considered an influencing factor. These external support persons facilitate,, organize, support, give lectures, and provide feedback. They play a significant role when designing problem-based tasks, finding an observational focus and creating good and meaningful discussions between teachers.

Overall, teachers identified a high perception of their directors' leadership practices in implementing the *AE* Program. They also acknowledged being respected by the directors, and receiving orientations on policies and procedures of the *AE* Program. However, teachers revealed a lower perception on leadership practices such as; directors attending professional development activities on instructional support, their focus on the teachers' individual needs, and promoting professional development activities for participating teachers in the *AE* Program.

Sub problem 3.

What is the difference between the directors' self-perception and the teachers' perception regarding the leadership practices in implementing the AE program?

Result

The independent t-test confirmed a statistically significant difference of $t = -3.33$, with a $p = .001$, (2-tailed). Since the result is less than 0.05, the confidence of interval (CI) of 95% provided the direction and strength of the effect. The results obtained from the standard deviations indicated a smaller separation among the Directors (59%), and a larger separation (89%) among the teachers. The results of the instrument items and the reviewed literature provided a further explanation as to why there is a statistically significant difference in the directors' and teachers' perceptions. The discussed reviewed literature sustain teachers as competent, experienced, but in need of support and growth opportunities for professional development and professional learning communities (Maine et al. 2016).

First, a closer look at the results of the most noticeably different items previously mentioned, also sustain significant and varied perceptions among the directors and the teachers. Among the selected differences in perceived leadership practices, directors perceived themselves as providing orientation about the AE Program with a mean of 3.63, while teachers perceived directors as providing said orientation with a mean of 3.22. These results are in line with studies reviewed which sustain that directors need to orient and facilitate policies and procedures about the AE Program.

It is important and beneficial for directors to provide effective supervision to teachers through successful leadership practices. The importance of providing orientation, facilitating

policies and procedures about the program, is sustained by Eliophaotoa (2011). The director's support has a significant effect on teacher's confidence and is beneficial for both participants. Teachers alter their beliefs about teaching as they gain more knowledge (Wong 2012). It also helps directors challenge high expectations (McKinney et al 2015). Also in agreement, Bambrick-Santoyo (2012), indicated that the time directors dedicated to administrative functions should be balanced with other activities, have more collaborative work among directors and teachers, also share observations and feedback, including professional development towards transformation and progress. Lying (2013) agreed on the limited practice between staff and directors. The barrier for the development of effective leadership practices resulted from excessive accountability and lack of trust towards the directors driven by the central government. Besides the time factor affecting orientation, Padron et al. (2016) sustains that directors had very limited knowledge about operating new programs. Consequently, directors attributed the success of the program to its teachers. It was the teachers' knowledge that assisted the principals in providing support to teachers as well as training other teachers in need. These studies suggest directors need to remain informed about important instructional and administrative issues, communicate expectations for high academic performance, and most importantly, encourage teachers to develop their unrealized potential.

Another interesting difference resulted regarding the perceptions of directors attending orientations concerning the *AE* Program. Directors perceived themselves with a mean of 3.68, while teachers perceived the directors with a mean of 3.12. These results are aligned with the theoretical framework devised by Leithwood (2005). Directors need to keep up with the rapid changing world on factors that stimulate successful leadership practices. Burns et al. (2010) sustains that teachers and directors agreed within an organization were the most influential factor to consider when seeking the establishment of any successful school. They also need to acquire

socialization processes and individual traits. Westerberg et al. (2013) asserted that every director must remain intimately familiar with the technical core of teaching by reading professional literature, attending conferences, and working with a professional learning network. Medina (2014) agrees that directors need to meet the cultural and academic needs of all participants of the *AE* Program. It is important for directors to continue developing as leaders, upgrade and reform their competencies on instructional leadership skills, and refine their communication skills to be able to influence others.

Above all, directors need to learn from others and apply what they learn, as sustained by Polonic (2016). These results agree with the finding that directors need to remain informed about important issues, listen to others, and follow through. They must demonstrate enthusiasm about their leadership position and view it as an opportunity to provide service others. Also sustained by Campbell (2011), in order for a director to be effective as a leader, they must first have a will to learn, be open-minded, and be prepared to accept new challenges, echoed by Barrett et al. (2014). Directors that demonstrate effectiveness in pedagogy lead teachers in learning and adopting effective strategies that will motivate and energize them to implement fresh approaches to teaching, a view shared Davis et al. (2012). Directors need to develop core leadership practices or skills; generate organizational change; have alignment with leadership theory and practice; and obtain effective internships with skilled supervision.

Participants also had a different perception on directors providing a variety of professional development to meet teachers' needs; directors perceived themselves with a mean of 3.38, while teachers perceived the directors with a mean of 3.02. The difference agrees with Schwab-Berger (2015), that although teachers used manuals, they needed more time to conceptualize and to collaborate with other language teachers. The author suggested the development of a project to

establish professional learning communities (PLC). In addition, teachers who engage in collaboration with colleagues and reflect practice, help strengthen teachers' classroom practices. Similarly, Stevenson (2016) found that school leaders facilitate Continuous Professional Development (CPD) within their communities, but preferred technology-mediated, informal professional learning over traditional and structured forms which suggests that directors preferred independent learning.

A closer look at the lowest items results exposed more noticeable differences. For example, concerning the difference between perceptions in providing periodic support to the teachers, the directors perceived their leadership practices with a mean of 3.48, while teachers perceived directors' leadership practices with a mean of 2.91. These results do not agree with Westerberg (2013) who found that effective directors use faculty meetings as a place to model high-quality instruction, take an active role in planning, and implement and evaluate quality teacher professional development. Also, these results contradicts with Craven's et al (2011), directors use their time similarly across school types on school management structures, instructional development, and in providing coaching and feedback. The objective for the directors is to overcome barriers that impede equal educational opportunities to all students, in this case, participants in the AE Program, as mandated by the Equal Educational Opportunity Act 1974 and Law 85 (2018). To comply with these laws, directors need to provide professional development activities to teachers, sustained by Coles-Ritchie (2010), as well as, establishing strong Professional Learning Communities PLC, as indicated by Mane et al. (2016). Together, these activities will enhance collaboration and cooperation among teachers.

Main Research Problem

What is the relationship between the directors' self-perception and the teachers' perception toward leadership practices in implementing the AE program in the Ponce Region?

Results

The finding of this study indicated a significantly weak positive relationship of (.233) between the directors and the teachers' perception of leadership practices in implementing the AE Program. This correlation makes it reasonable to conclude the relationship on perceptions of leadership practices between the directors and Teachers in implementing the AE Program in Puerto Rico is good, yet with some needs to be considered for improvement.

The researcher concludes that this result agrees with the results obtained by the Directors' and the Teachers' *High* perception levels of the Directors' leadership practices, as indicated on the results from sub problems 1 and 2. Leithwood et al. (2003) and Leithwood and Mascal (2008) sustain where all the school members received major leadership practice training, the relationship of collective leadership and the teachers, influences their capacity, motivation, and environment. Hibbard (2016), agrees that principals have an implied sense of indirect leadership qualities and traits that drive teachers to push teaching to higher levels of success.

Limited effective leadership practices are a result of excessive accountability from the Central Office, as sustained by Lying (2013) and Goldring et al. (2018). A switch from the assigned directors' administrative responsibilities back to Central Office can increase the practice on instructional leadership as stipulated by Jacobson et al. (2005). In agreement with, McKinney et al. (2015), a change to instructional leadership helps directors confront challenges of high expectations.

Successful leadership practices depend relatively on the organization and the socio-economic aspects of each school. Teachers are committed in collaborating with the goals and objectives of the school with effective settings. Teachers are considered the main agent of change who rely on the directors' successful leadership practices, Law 85 (2018). Overall, the result agrees that teachers alter their beliefs about teaching as they gain more knowledge (Wong 2012). This research problem is consistent with the results of sub problem three, indicating a significant difference between the directors' and teachers' perception toward leadership practices. Also agreeing with Sullivan (2017), the relationship between leaders' awareness and their effectiveness, resulted in a positive, but not strong relationship between the directors' own leadership practices awareness. Sustaining the weak positive relationship between the participants, Wieczorek et al. (2018), states the directors work to balance their professional and private lives, along with meeting their community's expectations to be visible and engaged. In addition, they also had to meet districts' constrained budgetary circumstances, and maintain overlapping district-level responsibilities. In support, Lying (2013) and Goldring et al. (2018), found the weak positive relationship is due to administrative responsibilities which hinder time and support. Nevertheless, the directors focused more on developing relationships and trust among teachers, students, and parents.

This leads the researcher to conclude that directors' leadership practices need to take into consideration some flexibility, creativity, consistency and patience, especially during these present pandemic changes.

Relationship between the findings of the research and the Theoretical Framework

The relationship between the findings of this study relates to the Theoretical Framework that served as a guide. The Theoretical Framework proposes that there exists a relationship between the directors' self-perception and the teachers' perception on leadership practices in implementing the AE program. Both theories agree in emphasizing a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment.

The results obtained on sub problem 1 and 2 indicate Directors and Teachers have High perception levels on the Directors' leadership practices in implementing the AE Program. These results are consistent with Leithwood's Transformational Leadership Theory. According to Leithwood's Transformational Model (2005), the basic successful leadership practices consist of setting directions, developing people, and redesigning the organization. Leithwood (2005) presented successful leadership practices identified as "basic" leadership practices. These are leadership practices are: setting directions, developing people, and redesigning the organization. The mentioned "basic" leadership practices are known to be commonly used among across contexts in their general form, highly adaptable and contingent in their specific enactment.

Among the successful leadership practices, the majority of the participating directors acknowledged they tend to: model respect to others; go to orientations, known as professional developments to obtain and provide others with current information. Although directors offer frequent teacher support, there is room to improve the administration of a needs assessment for teachers in the *AE* Program.

Overall, teachers identified a high perception of their directors' leadership practices in implementing the *AE* Program. They also acknowledged being respected by the directors, and receiving orientations on policies and procedures of the *AE* Program. However, teachers revealed a lower perception on leadership practices such as; directors attending professional development activities on instructional support, their focus on the teachers' individual needs, and promoting professional development activities for participating teachers in the *AE* Program.

On the other hand, the results exposed a significant difference between the Directors' and Teachers' perceptions. The significant differences between the directors' and the teachers perceptions respond to the most noticeable differences perceived between the directors and the teachers. They identified differences on their perceptions of providing orientation about the *AE* Program, on the perceptions of directors attending orientations concerning the *AE* Program, as well as, the perceptions on directors providing a variety of professional development to meet teachers' needs, and providing periodic support to the teachers,

This significant difference served as a base for the result of the main research problem, resulting as a weak positive relationship between the Directors' and Teachers' perceptions. These results are consistent with Bandura's (2009) Social Cognitive Theory on self-efficacy which suggests that Directors must enhance their knowledge to be a model on what is to be done, consequently supporting the teachers with the capacity to confront problems by providing pertinent solutions (Bandura 2009).

Conclusions

The primary goal of this study was to analyze the results of the research questions. The exposition, analysis and discussion of the results of the study make it reasonable to arrive at these conclusions:

- There is a significant weak, positive relationship between the directors' self-perceptions and the teachers' perceptions on leadership practices on implementing the *AE* Program.
- The directors had a High level of self-perception of their leadership practices in implementing the *AE* Program.
- The teachers have a High level of perception of the directors' leadership practices in implementing the *AE* Program.
- There is a statistically significant difference between the directors' self-perception and the teachers' perception on leadership practices in implementing the *AE* Program in the Ponce Region.

Limitations

As the research included only public schools in the Ponce Educational Region, the results obtained cannot be generalized to all schools of the Department of Education.

Recommendations

The findings and conclusions provided support for the researcher to present the following research recommendations. These recommendations are presented to the Department of Education of Puerto Rico (DEPR), Higher Education Institutions, and for assistance in conducting future research.

Recommendations for the DEPR are presented as follows:

- Replicate the study by examining the perceptions of central and regional level administration. This would give a more solid base of data to support the leadership practices in the implementation of the *AE* Program across, region, and statewide administration levels.
- Provide directors with the appropriate support necessary to implement an *AE* Program that may promote change in instructional leadership.
- Shift the focus from administration mandates to instructional leadership.

Recommendations for Higher Education

The following recommendations have been presented:

- Focus curriculum focus on recognizing the value of the director's role as instructional facilitator rather than as an administrator of special programs.
- Switch the professional development supervisory practice for a director from an administrative to instructional role that includes second language learning.
- Include second language learning strategies in the curriculum for all teachers.
- Provide specialization in Spanish as a Second Language for all curriculums.

Recommendations for Further Study

Replicate the study to:

- compare director self-perception and teacher perception on a wider scale in all public schools participating in the *AE* Program.
- examine the directors' self-perception and teachers' perception on leadership practices in private schools at all levels in Puerto Rico for all schools participating in the *AE* Program.

- Include parents and students of the AE Program in Puerto Rico.

Other recommendations:

- Align our school system with cultural changes and demands and, in this case, with the *AE* Program.
- Include certified Spanish as a Second Language teachers in our education department.
- Increase director support to help them successfully meet the needs teachers face in the *AE* Program

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Appendix A

Participants for the Pilot Study

Participating Schools for the Pilot Study

Guanica	Elsa E. Couto Annoni
	Agripina Seda
	José Rodríguez de Soto
	Magueyes 2
	Aurea E. Quiles Claudio
	María L. Mcdougall
Guayanilla	Hipólito García
	Asunción Rodríguez de Sala
	Gloria María Borrero Oliveras
Peñuelas	José Vélez Bauza
Yauco	Inés María Mendoza
	Luis Muñoz Rivera
	Elvira Vicente
	Santiago Negroni
	Benicia Vélez
	Superior Ocupacional y Técnica de Yauco
	José Onofre Torres
	Arturo Llubereas

Total schools = 18

Appendix B

Participants for the Formal Research

Santa Isabel

Ramón López Berrios
Su Eugenio Nazario Soto
Felipe Colon Díaz
Rutherford B. Hayes
Luis Lloren Torres
Pedro Colon Santiago
Superior Vocacional Nueva
Román Colon Correa
Martin G. Brumbaugh
Manuel F. Hernández Juncos
Dr. Máximo Donoso Sánchez
Pedro Meléndez Santiago
Elvira M. Colon
Lysander Borreo Terry
Ramón José Dávila
Benjamin Franklin
José Ramón Rodríguez
José Felipe Zayas
José M. Espada Zayas
Dr. Pedro Albizu Campos
Carmen Belén Veiga
Manuel Martin Monserrate
Francisco Zayas Santana
SU El Pino
Florencio Santiago

Ponce

Carmen Sola de Pereira
Eugenio LeCompte Benítez
Angela Cordero Bernard
Lila María Mercedes Mayoral
Llanos del Sur
Ponce High School
Juan Serralles Superior
Ramón Marín
Ernesto Ramos Antonini
Antonio Paoli
Superior Jardines de Ponce
Juan Serralles Intermedia
Capitanejo
Ismael Maldonad
Betzaida Velázquez Superior
Sor Isolina Ferre
Aurea E. Rivera Collazo
Fernando L. Malavé Oliveras
Julio Alvarado
Eduardo Neumann Gandia
Lucy Grillasca
Bernanardino cordero Bernard
Tallaboa Poniente Intermedia

Utua

Luis Muñoz Rivera
José Vizcarrondo
Rafael Aparicio Jiménez
José Emilio Lugo
SU Marta LaFontaine
SU Antonia Serrano González
Miguel A. Sastre Oliver
San Patricio
Josefina León Zayas
Francisco Jordán
Antonio Tulla Torres
Dr. Efraín González Tejera
María Libertad Gómez
Superior Vocacional
Judith A. Vivas
Domingo Pietri Ruiz
SU Nemesio R. Canales

Total = 65 schools

Appendix C

Consent and collaboration letters for Directors and Teachers



Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Carta de consentimiento informado de Directores de Escuelas para Estudio Piloto

Estimado Director:

Mi nombre es Inés Rosado Aguilera. Soy estudiante del Programa Doctoral de la Universidad Interamericana de Puerto Rico, Recinto de San Germán. Como requisito para obtener el grado de Doctor en Educación estoy realizando la investigación titulada: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico.**

Por este medio le solicito su colaboración para desarrollar una actividad del estudio. A continuación le proveo información para que pueda tomar la decisión de colaborar o no colaborar.

En esta investigación participarán 18 Directores de los participantes del Programa AE en todos los niveles del distrito Escolar de Yauco de la Región Educativa en Ponce. Para poder realizar el estudio es necesario la administración de un cuestionario. Los Directores participantes completarán un cuestionario sobre su percepción sobre las prácticas de liderazgo en la implementación del Programa de Aprendices de Español como segundo idioma. Usted contestará el cuestionario en unos 30 minutos aproximadamente, en una fecha y un lugar que se coordinará con la investigadora. La administración del cuestionario se realizará dentro de la escuela durante un horario que no afecte el periodo lectivo de los estudiantes.

Se mantendrá la confidencialidad de las respuestas provistas y de su identidad, ya que el cuestionario no será identificado con su nombre. Esta investigación es con fines educativos.

La colaboración que solicitamos de usted en las actividades de este estudio:

1. Es voluntaria, con fines educativos y libre de riesgos de este estudio: Deberá salvaguardar la confidencialidad de la información contenida en la carta de consentimiento.
2. Entregar el consentimiento, una vez esté firmado, a fin de confirmar su participación en el estudio.

Es importante que sepa que se releva al Departamento de Educación de Puerto Rico de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de las actividades del estudio y de la información que se solicite y provea por medio de este. El Departamento de Educación de Puerto Rico no se hace responsable de cualquier daño y perjuicio o reclamación, pleito o demanda que se presente relacionada, directa o indirecta a esta investigación. La misma es una independiente no auspiciada por el Departamento de Educación de Puerto Rico. El Departamento de Educación de Puerto Rico no se solidariza necesariamente con los resultados de la investigación.

Una copia de esta carta firmada por usted será archivada en la oficina del director escolar donde se realizó el estudio. Si tiene preguntas adicionales respecto a la investigación o desea copia de este documento luego de completar y firmar el mismo, puede comunicarse conmigo al 787-236-7433 o al correo electrónico ines_rosado53@yahoo.com. Igualmente, se puede comunicar con la Administradora del IRB, la Sra. Fredeswinda Rivera Ocasio, al correo electrónico, frrivera@inter.edu y al número 787-766-1912, extensiones, 2241 y 2213.

De usted estar de acuerdo o no con la colaboración que le solicito en esta investigación, por favor marque con una X en el espacio que indique su decisión, complete la información requerida y firme el documento.

- ☐ Acepto colaborar en las actividades de la investigación.
- ☐ No acepto colaborar en las actividades de la investigación.

_____ Nombre del Director	_____ Firma del Director	_____ Fecha
_____ Nombre de la investigadora	_____ Firma de la investigadora	_____ Fecha

Esta sección no puede recortarse ni desprenderse del documento.



Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Consentimiento informado para el Maestro del Estudio Piloto

Estimado(a) maestro(a):

Mi nombre es Inés Rosado Aguilera. Por este medio le invito a participar en la investigación que desarrollare como parte de los requisitos de mis estudios de Doctorado en Educación Especialidad en Gerencia y Liderazgo Educativo en la Universidad Interamericana de Puerto Rico, Recinto de San Germán. El título de la investigación es: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico.**

El propósito de la investigación es determinar la relación que existe entre la percepción del Director Escolar y la percepción del Maestro sobre las prácticas de liderazgo que realiza el Director en la implantación del Programa *Aprendices de Español como Segundo Idioma* en Español. La muestra de la investigación se compone de un total de 9 Maestros de Español y 9 Maestros de Matemáticas, de todos los niveles de las escuelas del Distrito Escolar de Yauco en la Región Educativa de Ponce. La participación de los maestros consistirá en contestar un cuestionario diseñado por la investigadora para realizar este estudio. El cuestionario contiene una parte en la que el maestro debe reaccionar a una serie de aseveraciones. El cuestionario se contestará en aproximadamente 30 minutos, que no afecte el tiempo lectivo de los estudiantes.

Usted debe saber que:

1. Su participación es voluntaria.
2. Su participación no conlleva riesgos para su persona.
3. Se mantendrá la confidencialidad de las respuestas que provea y de su identidad, ya que el cuestionario no será identificado con el nombre del participante.
4. Esta es una investigación con fines educativo.

Es importante que sepa que se releva al Departamento de Educación de Puerto Rico de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de las actividades del estudio y de la información que se solicite y provea por medio de este. El Departamento de

Educación de Puerto Rico no se hace responsable de cualquier daño y perjuicio o reclamo producto del proceso de realización, o del resultado de la investigación; se releva, así, de cualquier obligación y responsabilidad al Departamento de Educación de Puerto Rico, sus empleados y funcionarios en cualquier reclamación, pleito o demanda que se presente relacionada, directa o indirectamente a esta investigación. La misma es una independiente no auspiciada por el Departamento de Educación de Puerto Rico. El Departamento de Educación de Puerto Rico no se solidariza necesariamente con los resultados de la investigación.

La copia del consentimiento informado que firma el participante será archivada en la oficina del director escolar donde se realizó el estudio. Finalizada la investigación, los resultados estarán disponibles para su estudio en la Biblioteca General de la Universidad del Pueblo, Recinto de la Interamericana, Recinto de San Germán y por medio de la investigadora, así como en la Secretaria Auxiliar de Planificación y Desarrollo Educativo en el nivel central del Departamento de Educación de Puerto Rico.

A usted se le han explicado sus derechos como participante de la investigación. Si tiene preguntas adicionales respecto a la investigación o desea copia de este documento luego de completar y firmar el mismo puede, comunicarse conmigo al 787-236-7433 o al correo electrónico ines_rosado53@yahoo.com. Igualmente, se puede comunicar con la Administradora del IRB, la Sra. Fredeswinda Rivera Ocasio, al correo electrónico, frrivera@inter.edu y al número 787-766-1912, extensiones, 2241 y 2213. De usted estar de acuerdo o no en participar en esta investigación, por favor marque con una X en el espacio que indique su decisión, complete la información requerida y firme el documento.

☐ Acepto participar en el estudio.

☐ No acepto participar en el estudio.

_____ Nombre del participante	_____ Firma del participante	_____ Fecha
_____ Nombre del investigador	_____ Firma del investigador	_____ Fecha

Esta sección no puede recortarse ni desprenderse del documento.



Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Carta de consentimiento informado de Directores de Escuelas para el Estudio Formal

Estimado Director:

Mi nombre es Inés Rosado Aguilera. Soy estudiante del Programa Doctoral de la Universidad Interamericana de Puerto Rico, Recinto de San Germán. Como requisito para obtener el grado de Doctor en Educación estoy realizando la investigación titulada: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico.**

Por este medio le solicito su colaboración para desarrollar una actividad del estudio. A continuación le proveo información para que pueda tomar la decisión de colaborar o no colaborar.

En esta investigación participarán 65 Directores de los participantes del Programa AE en todos los niveles de Ponce, Santa Isabel, y Utuado de la Región Educativa de Ponce. Para poder realizar el estudio es necesario la administración de un cuestionario. Los Directores participantes completarán un cuestionario sobre su percepción sobre las prácticas de liderazgo en la implementación del Programa de Aprendices de Español como segundo idioma. Usted contestará el cuestionario en unos 30 minutos aproximadamente, en una fecha y un lugar que se coordinará con la investigadora. La administración del cuestionario se realizará dentro de la escuela durante un horario que no afecte el periodo lectivo de los estudiantes.

Se mantendrá la confidencialidad de las respuestas provistas y de su identidad, ya que el cuestionario no será identificado con su nombre. Esta investigación es con fines educativos.

La colaboración que solicitamos de usted en las actividades de este estudio:

1. Es voluntaria, con fines educativos y libre de riesgos de este estudio: Deberá salvaguardar la confidencialidad de la información contenida en la carta.
2. Entregar el consentimiento, una vez esté firmado, a fin de confirmar su participación en el estudio.

Es importante que sepa que se releva al Departamento de Educación de Puerto Rico de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de las actividades del estudio y de la información que se solicite y provea por medio de este. El Departamento de Educación de Puerto Rico no se hace responsable de cualquier daño y perjuicio o reclamación, pleito o demanda que se presente relacionada, directa o indirecta a esta investigación. La misma es una independiente no auspiciada por el Departamento de Educación de Puerto Rico. El Departamento de Educación de Puerto Rico no se solidariza necesariamente con los resultados de la investigación.

Una copia de esta carta firmada por usted será archivada en la oficina del director escolar donde se realizó el estudio. Si tiene preguntas adicionales respecto a la investigación o desea copia de este documento luego ☐ completar y firmar el mismo, puede comunicarse conmigo al 787-236-7433 o al correo electrónico ines_rosado53@yahoo.com. Igualmente, se puede comunicar con la Administradora del IRB, la Sra. Fredeswinda Rivera Ocasio, al correo electrónico, frrivera@inter.edu y al número 787-766-1912, extensiones, 2241 y 2213.

De usted estar de acuerdo o no con la colaboración que le solicito en esta investigación, por favor marque con una X en el espacio que indique su decisión, complete la información requerida y firme el documento.

- ☐ Acepto colaborar en las actividades de la investigación.
- ☐ No acepto colaborar en las actividades de la investigación.

_____ Nombre del Director	_____ Firma del Director	_____ Fecha
_____ Nombre de la investigadora	_____ Firma de la investigadora	_____ Fecha

Esta sección no puede recortarse ni desprenderse del documento.



Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Consentimiento informado para el Maestro del Estudio Formal

Estimado(a) maestro(a):

Mi nombre es Inés Rosado Aguilera. Por este medio le invito a participar en la investigación que desarrollare como parte de los requisitos de mis estudios de Doctorado en Educación Especialidad en Gerencia y Liderazgo Educativo en la Universidad Interamericana de Puerto Rico, Recinto de San Germán. El título de la investigación es: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico.**

El propósito de la investigación es determinar la relación que existe entre la percepción del Director Escolar y la percepción del Maestro sobre las prácticas de liderazgo que realiza el Director en la implantación del Programa *Aprendices de Español como Segundo Idioma* en Español. La muestra de la investigación se compone de un total de 66 Maestros de Español y 65 Maestros de Matemáticas, de todos los niveles de las escuelas de Ponce, Santa Isabel, y Utuado en la Región Educativa de Ponce. La participación de los maestros consistirá en contestar un cuestionario diseñado por la investigadora para realizar este estudio. El cuestionario contiene una parte en la que el maestro debe reaccionar a una serie de aseveraciones. El cuestionario se contestará en aproximadamente 30 minutos, que no afecte el tiempo lectivo de los estudiantes.

Usted debe saber que:

1. Su participación es voluntaria.
2. Su participación no conlleva riesgos para su persona.
3. Se mantendrá la confidencialidad de las respuestas que provea y de su identidad, ya que el cuestionario no será identificado con el nombre del participante.
4. Esta es una investigación con fines educativo

Es importante que sepa que se releva al Departamento de Educación de Puerto Rico de toda responsabilidad por cualquier reclamación que pueda surgir como consecuencia de las actividades

del estudio y de la información que se solicite y provea por medio de este. El Departamento de Educación de Puerto Rico no se hace responsable de cualquier daño y perjuicio o reclamo producto del proceso de realización, o del resultado de la investigación; se releva, así, de cualquier obligación y responsabilidad al Departamento de Educación de Puerto Rico, sus empleados y funcionarios en cualquier reclamación, pleito o demanda que se presente relacionada, directa o indirectamente a esta investigación. La misma es una independiente no auspiciada por el Departamento de Educación de Puerto Rico. El Departamento de Educación de Puerto Rico no se solidariza necesariamente con los resultados de la investigación. La copia del consentimiento informado que firma el participante será archivada en la oficina del director escolar donde se realizó el estudio.

Finalizada la investigación, los resultados estarán disponibles para su estudio en la Biblioteca General de la Universidad del Pueblo, Recinto de la Interamericana, Recinto de San Germán y por medio de la investigadora, así como en la Secretaria Auxiliar de Planificación y Desarrollo Educativo en el nivel central del Departamento de Educación de Puerto Rico. A usted se le han explicado sus derechos como participante de la investigación. Si tiene preguntas adicionales respecto a la investigación o desea copia de este documento luego de completar y firmar el mismo puede, comunicarse conmigo al 787-236-7433 o al correo electrónico ines_rosado53@yahoo.com. Igualmente, se puede comunicar con la Administradora del IRB, la Sra. Fredeswinda Rivera Ocasio, al correo electrónico, frivera@inter.edu y al número 787-766-1912, extensiones, 2241 y 2213.

De usted estar de acuerdo o no en participar en esta investigación, por favor marque con una X en el espacio que indique su decisión, complete la información requerida y firme el documento.

- ☐ Acepto participar en el estudio.
- ☐ No acepto participar en el estudio.

_____ Nombre del participante	_____ Firma del participante	_____ Fecha
_____ Nombre del investigador	_____ Firma del investigador	_____ Fecha

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Appendix D

Investigation Instruments / instructions

Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

INSTRUMENTOS

Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas de Puerto Rico

por

Inés Rosado Aguilera

28 de marzo de 2019

Cuestionario: Percepción del Maestro sobre las prácticas de liderazgo en la implantación del Programa de Aprendices de Español como segundo idioma

Instrucciones: Por favor, lea cada reactivo y marque la alternativa más adecuada. Marque con una (x) la frecuencia con que está relacionada.

REACTIVOS	Siempre 4	A mucho 3	A veces 2	Rara vez 1	Nunca 0
Desde mi percepción, el Director:					
1 Modela respeto a los participantes del programa AE.					
2 Brinda apoyo a los compañeros cuando se necesita sobre el programa.					
3. Estimula la autonomía en el proceso de enseñanza-aprendizaje en el programa AE.					
4. Provee libertad para tomar decisiones que tienen que ver con el programa AE.					
5. Propicia un diálogo abierto sobre el programa AE.					
6. Asiste a las orientaciones ofrecidas del programa.					
7. Divulga a los maestros sobre el programa AE.					
8. Convoca a todos sus miembros del (COREL). Comité de Revisión					
9. Orienta a los padres sobre los servicios provistos por el programa AE.					
10. Orienta sobre la misión y las metas del programa.					
11. Propicia el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018).					
12. Incorpora la participación de los padres de los estudiantes del programa AE en la gestión educativa.					
13. Analiza el estudio de necesidades sobre el programa AE.					
14. Brinda orientación en el área de necesidad del programa AE.					
15. Administra un estudio de necesidades del programa AE a los maestros					
16. Prepara un calendario de actividades del programa.					
17. Ofrece desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro.					

18. Crea ambientes favorables para aprender un segundo idioma.					
19. Supervisa la implantación del plan individualizado de los estudiantes participantes del programa AE.					
20. Propicia el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma.					
21. Realiza visitas de apoyo periódicamente a la sala de clase relacionadas al programa.					
22. Realiza reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa.					
23. Provee los acomodos establecidos para los estudiantes AE.					
24. Ofrece oportunidad de participación en la toma de decisiones del programa a los miembros del COREL.					

Cuestionario: Auto-percepción del director sobre las prácticas de liderazgo en la implantación del Programa de Aprendices de Español como segundo idioma

Instrucciones: Por favor, lea cada reactivo y marque la alternativa más adecuada. Marque con una (x) la frecuencia con que está relacionada.

REACTIVOS	Siempre 4	A menudo 3	A veces 2	Rara vez 1	Nunca 0
Desde mi auto-percepción:					
1 Modelo respeto a los participantes del programa AE.					
2 Brindo apoyo a los compañeros cuando se necesita sobre el programa.					
3. Recibo apoyo de mis superiores cuando lo necesito sobre el programa AE.					
4. Estimulo la autonomía del maestro en el proceso de enseñanza-aprendizaje en el programa AE.					
5. Propicio un diálogo abierto sobre el programa AE.					
6. Asisto a las orientaciones ofrecidas del programa.					
7. Divulgo a los maestros sobre el programa AE.					
8. Convoco a todos sus miembros del (COREL). Comité de Revisión					
9. Oriento a los padres sobre los servicios provistos por el programa AE.					
10. Oriento sobre la misión y las metas del programa.					
11. Propicio el cumplimiento de los requisitos del programa de AE, según la Ley 85 (2018).					
12. Incorporo la participación de los padres de los estudiantes del programa AE en la gestión educativa.					
13. Analizo el estudio de necesidades sobre el programa AE.					
14. Brindo orientación en el área de necesidad del programa AE.					
15. Administro un estudio de necesidades del programa AE a los maestros					
16. Preparo un calendario de actividades del programa.					

17. Ofrezco desarrollo profesional en varias modalidades de acuerdo a las necesidades del maestro.					
18. Fomento ambientes favorables para aprender un segundo idioma.					
19. Superviso la implantación del plan individualizado de los estudiantes participantes del programa AE.					
20. Propicio el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma.					
21. Realizo visitas de apoyo periódicamente a la sala de clase relacionadas al programa.					
22. Realizo reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa.					
23. Proveo los acomodos establecidos para los estudiantes AE.					
24. Ofrezco oportunidad de participación a todos los miembros del Corel en la toma de decisiones del programa.					

Appendix E

Letters and instructions to Experts



Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Información General de los Expertos

Introducción:

El propósito de las planillas incluidas en esta sección, es recopilar observaciones y recomendaciones que se podrían utilizar para revisar los reactivos del Cuestionario: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas públicas de Puerto Rico.**

Los mismos serán utilizados en una investigación en el nivel doctoral de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

Descripción de la investigación: El propósito de esta investigación es determinar la relación que existe entre la percepción del Director Escolar y la percepción del Maestro sobre las prácticas de liderazgo que realiza el Director en la implantación del Programa de *Aprendices de Español como Segundo Idioma (AE)*. Para realizar esta investigación, participaran 65 Directores y 131 Maestros de las escuelas de Ponce, Santa Isabel y Utuado del Programa *Aprendices de Español como Segundo Idioma (AE)*. Un cuestionario va dirigido al director en sus prácticas de liderazgo en la implementación del programa AE. Otro va dirigido al Maestro sobre las prácticas del director.

Datos de los expertos:

Preparación académica: _____

Posición que ocupa actualmente: _____

Años de experiencia en esta posición: _____

AUTORIZACION:

Yo _____, autorizo a la estudiante **Inés Rosado Aguilera del Recinto de San German de la Universidad Interamericana de Puerto Rico, a publicar mis datos como experto en su Disertación Doctoral.**

Certifico que he validado el instrumento para la investigación:

Firma: _____ **Fecha:** _____

Instrucciones:

A continuación encontrará el Cuestionario: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendizices de español como Segundo idioma en las escuelas públicas de Puerto Rico.**

Este cuestionario está dirigido a determinar la relación que existe entre la percepción del Director Escolar y la percepción del Maestro sobre las prácticas de liderazgo que realiza el Director en la implantación del Programa de *Aprendices de Español como Segundo Idioma* (AE). Utilice la planilla para evaluar los reactivos de la misma y recuerde considerar los criterios que se proveen. Haga el favor de anotar sus reacciones o comentarios en el espacio provisto. Gracias por su gentileza y cooperación.

La siguiente planilla se diseñó para determinar la validez de contenido del Cuestionario: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendizices de español como Segundo idioma en las escuelas públicas de Puerto Rico.**

Lea cuidadosamente cada una de las premisas relacionadas con el tema. Evalúe las mismas marcando con una X en la columna correspondiente a la escala que mejor se ajuste a su criterio de evaluación. Escriba sus sugerencias y recomendaciones.

Appendix F

Rubric used to validate the Survey *Relationship between the school directors' self-perception and teachers' perception on the leadership practices in implementing the Aprendices de Español como Segundo Idioma Program*, according to Leithwood (2005)

Reactivos:	Relevante	No relevante	Sugerencias/recomendaciones
1. Modelo respeto a los participantes del programa mencionado. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
2. Brindo apoyo entre los compañeros cuando se necesita sobre el programa mencionado. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
3. Propicio apoyo cuando lo necesito sobre el programa mencionado. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
4. Estimulo la autonomía del maestro en el proceso de enseñanza-aprendizaje. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
5. Propicio un diálogo abierto sobre el programa mencionado. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
6. Asisto a las orientaciones ofrecidas. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			
7. Ofrezco divulgación a los maestros sobre el programa. _____ Frecuentemente; sino siempre _____ A menudo _____ A veces _____ Rara vez _____ Nunca			

8. Reúno a todos los miembros del Corel. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
9. Oriento a los padres sobre los servicios. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
10. Oriento sobre la misión y las metas del programa mencionado y se asegura que la entendamos. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
11. Propicio el cumplimiento de los requisitos del programa de Aprendices de Español como segundo idioma, según la Ley 85. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
12. Incorporo la participación de los padres de los estudiantes del programa mencionado en la gestión educativa. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
13. Divulgo el estudio de necesidades sobre el programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

14. Brindo intervención en el área de necesidad del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
15. Administro un estudio de necesidades a los maestros ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
16. Preparo un calendario de actividades. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
17. Ofrezco desarrollo profesional en varias modalidades. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
18. Propicio ambientes favorables para aprender un segundo idioma. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
19. Superviso la implantación del plan individualizado de los estudiantes participantes del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

20. Propicio el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
21. Realizo visitas de apoyo periódicamente a la sala de clase. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
22. Realizo reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
23. Aseguro que se provean los acomodos establecidos para los estudiantes AE. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
24. Ofrezco oportunidad de participación a los miembros del COREL en la toma de decisiones. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

Reactivos: El Director	Relevante	No relevante	Sugerencias / recomendaciones
1. Modela respeto a los participantes del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
2. Brinda apoyo entre los compañeros cuando se necesita sobre el programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
3. Propicia apoyo cuando lo necesito sobre el programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
4. Estimula la autonomía del maestro en el proceso de enseñanza-aprendizaje. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
5. Propicia un diálogo abierto sobre el programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
6. Asiste a las orientaciones ofrecidas. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
7. Ofrece divulgación a los maestros sobre el programa. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

8. Reúne a todos los miembros del Corel. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
9. Orienta a los padres sobre los servicios. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
10. Orienta sobre la misión y las metas del programa mencionado y se asegura que la entendamos. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
11. Propicia el cumplimiento de los requisitos del programa de Aprendices de Español como segundo idioma, según la Ley 85. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
12. Incorpora la participación de los padres de los estudiantes del programa mencionado en la gestión educativa. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
13. Divulga el estudio de necesidades sobre el programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

14. Brinda intervención en el área de necesidad del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
15. Administra un estudio de necesidades a los maestros ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
16. Prepara un calendario de actividades. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
17. Ofrece desarrollo profesional en varias modalidades. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
18. Promueve ambientes favorables para aprender un segundo idioma. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
19. Supervisa la implantación del plan individualizado de los estudiantes participantes del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

20. Propicia el desarrollo profesional sobre las estrategias para la enseñanza de un segundo idioma. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
21. Realiza visitas de apoyo periódicamente a la sala de clase. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
22. Realiza reuniones periódicas con grupos interdisciplinarios para atender las necesidades del programa mencionado. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
23. Asegura que se provean los acomodos establecidos para los estudiantes AE. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			
24. Ofrece oportunidad de participación en la toma de decisiones a los miembros del COREL. ☐ Frecuentemente; sino siempre ☐ A menudo ☐ A veces ☐ Rara vez ☐ Nunca			

Appendix G
Authorization letter

Appendix H

Presentation letter directed to the Regional Superintendent from the Ponce Education Regional Office(ORE) for the authorization and consent to perform the pilot study and the formal investigation in the Ponce Schools.

Universidad Interamericana de Puerto Rico
Recinto de San Germán
Programa Doctoral en Educación
Especialidad en Gerencia y Liderazgo Educativo

Fecha:

Dra. Iris V. Berrios Lucas
Superintendente Regional
Oficina Regional Educativa de Ponce

Estimada Dra. Berrios,

Reciba un afectuoso y cordial saludo. Soy estudiante del Programa Doctoral de la Universidad Interamericana de Puerto Rico, Recinto de San Germán. Para alcanzar el grado de Doctor en Educación es requisito realizar una disertación. El título de mi estudio es: **Relación entre la auto-percepción del director y la percepción del maestro sobre las prácticas de liderazgo en la implantación del programa de Aprendices de español como Segundo idioma en las escuelas públicas de Puerto Rico.**

Para poder realizar el estudio es necesario la administración de un cuestionario a los Directores y Maestros. Los participantes completarán un cuestionario sobre su percepción de las prácticas de liderazgo en la implementación del Programa de Aprendices de Español como Segundo Idioma. Para realizar este estudio, solicito su autorización ya que las escuelas escogidas pertenecen a la Región que usted dirige.

Es por esta razón que solicito su autorización para llevar a cabo el estudio piloto en las escuelas de Yauco y la investigación formal en las escuelas de Ponce, Santa Isabel y Utuado.

El estudio formal se realizará en las escuelas Elementales e Intermedias participantes del Programa AE de Ponce, Santa Isabel y Utuado. El estudio está diseñado de manera que no afecte las clases.

Esperamos contar con su apoyo, ya que los datos recopilados serán utilizados en la disertación doctoral y así poder cumplir con los requisitos que exige el grado de Doctor en Educación de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

“Se releva, así, de cualquier obligación y responsabilidad al Departamento de Educación de Puerto Rico, sus empleados y funcionarios en cualquier reclamación, pleito o demanda que se

presente relacionada, directa o indirectamente a esta investigación. La misma es una independiente no auspiciada por el Departamento de Educación de Puerto Rico El Departamento de Educación de Puerto Rico no se solidariza necesariamente con los resultados de la investigación”.

Le agradezco de antemano, su ayuda y colaboración para que el estudio se pueda realizar.

Cordialmente,

Ines Rosado Aguilera
Estudiante Doctoral UIPR

Raul Acevedo Segarra. Ph.D
Presidente de Comité de Disertación Doctoral

_____ Autoriza a efectuar la investigación en las escuelas participantes del Programa *AEI* de las escuelas en Guanica, Yauco, Ponce, Santa Isabel, y Utuado.

Firma

Fecha

Appendix I

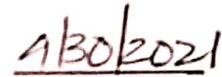
CITI Certificates

Certification of Edition

I hereby certify that I have read and edited, according to the guidelines established by the Publication Manual of the APA, seventh edition, the dissertation titled **RELATIONSHIP BETWEEN THE SCHOOL DIRECTORS' SELF-PERCEPTION AND TEACHERS' PERCEPTION ON LEADERSHIP PRACTICES IN IMPLEMENTING THE LEARNERS OF SPANISH AS A SECOND LANGUAGE PROGRAM**, *Aprendices de Español como Segundo Idioma*, (AE), authored by Inés Rosado Aguilera, as requisite to obtain a degree of DOCTOR OF PHILOSOPHY IN EDUCATION, with a Specialization in Leadership and Management, to be awarded by the Inter American University of Puerto Rico, San Germán, Puerto Rico.



Eliud Ramos



Date

ABOUT THE EDITOR

Eliud Ramos teaches Literature and Writing courses at the Inter American University of Puerto Rico, San Germán campus. He received his B.A. in Romance Languages and Literatures from Princeton University, as well as Certificate in Latin-American Studies and Afro-American Studies. He also has a Certificate in Translation and Interpretation from the University of California Los Angeles (UCLA). As a Communications Consultant, Eliud has worked with teams to create marketing and educational materials for diverse employee populations of Fortune 500 companies, trained senior staff to present at international conferences, and drafted, edited, revised, and translated print and electronic materials for various audiences and topics.