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Teacher Efficacy Beliefs: How General Teachers feel towards English Language Learners

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TEACHER EFFICACY BELIEFS:
HOW GENERAL TEACHERS FEEL TOWARDS ENGLISH LANGUAGE LEARNERS

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ABSTRACT

The purpose of this study was to examine general teacher efficacy beliefs towards English Language Learners by school-level in a college-town in West Virginia. A modified version of Gibson and Dembo's Teacher Efficacy Scale (TES) and an author-developed demographic questionnaire were used. This scale has been well-researched, but not in the area of ELL, and so this study was the first to modify the scale to reflect that population. Participants included 40 teachers. Factor analysis revealed appropriate loadings by dimension for the modified TES (22-items), with the exclusion of 2 items. Next, a Pearson correlation showed significant relationships for living abroad and additional certifications on total teacher efficacy. Similarly, there were significant relationships between total years teaching and number of additional certifications on personal efficacy. Finally, an ANOVA revealed significant differences by level for overall and personal efficacy, with teachers in lower levels indicating higher levels of efficacy.

CHAPTER 1

REVIEW OF THE LITERATURE

The Federal Interagency Forum on Child and Family Statistics (2013) reported that in 2011, about 22 percent of school-age children spoke a language other than English at home (p. 9). In a report on recent demographics, achievement, and staffing, Uro and Barrio (2013) stated that "English Language Learners (ELL) are among the fastest-growing demographic group in U.S. public schools" (p. 8). Also, National Clearinghouse for English Language Acquisition (as cited by Michele Mazzoco, 2014) reported that currently in West Virginia there are 1,615 ELL, a 153% increase from 1997-1998.

The U.S. Department of Education (2004) under Section 9101 of the Elementary and Secondary Education Act (ESEA) defined a Limited English Proficient (LEP) student as:

> An individual (A) aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English; (ii)(1) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant, and (D) (i) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – the ability to meet the State's proficient level of achievement on State assessments described in section 1111; or (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. (p. 25)

It is becoming increasingly important that schools and teachers are prepared and ready to educate this growing population. English Language Learners are taught by general education teachers, English as a Second Language / English to Speakers of Other Languages (ESL / ESOL), as well as bilingual teachers; however, with the shortage of bilingual teachers, general monolingual education teachers are responsible for the education of the ELL most of the time. Uro and Barrio (2013) addressed this issue reporting that districts fail to evaluate their general

education teachers on ELL instruction. They also added that, there is a lack of professional development opportunities for general education teachers to develop skills to serve their ELL students. Therefore, it is important more than ever before to assess how general education teachers are feeling about teaching ELLs in their classrooms in order to determine a need for professional development in this area. Gay (2001) pointed out that educators need to acquire mastery level knowledge in both subject matter as well as student populations, "yet too many teachers are inadequately prepared to teach ethnically diverse students" (p. 106). Even though teachers may be adequately prepared to teach content areas, they are not prepared to teach ELLs.

Certain laws have recognized this discrepancy in a fair education between ELLs and their mainstream counterparts. In the last 30 years, there has been a growing awareness of wrongful discriminatory education practices, and numerous laws have passed that focus on inclusion and accountability for all students. The Equal Educational Opportunity Act of 1974 under the Civil Rights Act protects ELL students by ensuring that schools seek to improve language deficiencies of students so they can fully participate in class. Next, The No Child Left Behind (NCLB) mandate established certain standards on education: placing high quality teachers in every classroom, holding schools accountable through testing, and being the first law to not only recognize, but also hold schools accountable for the academic achievement of their English Language Learners (Chang, 2012). These laws mostly put ideas into writing of how things should be done ideally; however, in practice, these views are falling short. There has been little attention on how teachers feel about their abilities to put these laws into practice. It is necessary is to determine if there is a need for professional development opportunities for teachers to feel more confident in their abilities to create positive changes in their ever-growing diverse classrooms.

Chang (2012) stated " teachers of English language learners, whether they are English as second language teachers or general education teachers, need to have the supports and information they need to teach their students effectively" (p. 6). Chang also reported that 1 out of every 10 public school students is in ELL. This finding has significant impacts for general education teachers who must now become familiar in best practices for teaching not only English-fluent students, but also for students with varying degrees of English proficiency.

A teacher's dispositions towards his or her students are becoming more important to assess as the classroom continues to diversify as well. Teachers are responsible for creating the most effective environments for their students to learn. In order to create such a positive place for learning, they must constantly look at how their personal beliefs and possible biases affect their ability to create an optimal place for their students to learn and comprehend content. Diversity exists in many forms: religion, culture, gender, and language as well as many others. The growing number of linguistically and culturally diverse students creates an additional challenge for educators, requiring them to make the curriculum comprehensible, while also keeping in mind how certain practices may stir up strong emotions and feelings. In the past, researchers rarely looked at emotions in teaching. Rastegar (2012) studied emotional intelligence along with teacher self-efficacy and found that it is common for students to display negative feelings about learning another language. This finding emphasizes how teachers must also be prepared to handle sensitive topics with students from linguistically and culturally diverse backgrounds.

Bandura (1986) defined teacher efficacy as both a skill and motivation guided by one's beliefs in their abilities to perform a certain action. A teacher's sense of efficacy is an important factor in his or her ability to teach because it greatly effects motivation, especially in difficult

situations; when teachers believe that they have the ability to produce desired results, they will

be more likely to persevere when things go wrong. According to Bandura, beliefs are the best

indicator for future performance, even more important than past experiences. Teacher efficacy is

therefore a powerful construct with real implications on student achievement and success. It is

one of the most predictive factors of teacher success because it will affect their motivation,

teaching style, approach and support for diverse students. When a teacher has a high sense of

efficacy, they will set high expectations for their students and in doing so, will generate positive

change in some of the most difficult students. Teacher training programs must reflect this change

in school demographics.

The Council for the Accreditation of Education Preparation (CAEP Commission, 2013)

Standard 1: Content and Pedagogical Knowledge stated:

> The provider ensure that candidates develop a deep understanding of the critical concepts
> and principles of their discipline and, by completion, are able to use discipline-specific
> practices flexibly to advance the learning of all students toward attainment of college and
> career-readiness standards. All students is defined as children or youth attending P-12
> schools including, but not limited to, students with disabilities, students who are gifted,
> and students who represent diversity based on ethnicity, race, socioeconomic status,
> gender, language, religion, sex identification, and /or geographic origin. (p. 10)

This CAEP Standard is especially important to today's education field because the

National Center for Education Statistics (2002) reported that most teachers are not receiving any

training to teach ELL. The CAEP Commission (2013) further stated that teachers should seek to

raise achievement for all P-12 learners, with an increasingly diverse student body. Teacher

training programs are beginning to adopt rigorous standards in accordance to the challenging

federal and state legislations aimed towards accountability for all students. It is therefore

important to assess how teachers are feeling about their efficacy to teach and function in these

new environments.

The purpose of this paper is to address this issue by measuring teachers' efficacy beliefs in the regular education setting with regards to teaching culturally and linguistically diverse students. Through this study, an attempt is made to better understand the beliefs that regular education teachers hold towards ELL as well as their beliefs in their abilities to educate this diverse population of students. The current study will examine how certain teacher variables such as gender, training, total years teaching, total years teaching English Language Learners, total years teaching culturally diverse students, number of additional certifications, living abroad, and speaking another language predict teacher efficacy. In addition, the study will look to see if there are significant differences in teachers' sense of efficacy by level in school. Beliefs are powerful predictors of action and therefore in assessing and comparing teacher beliefs and variables, additional insight will be provided into how teachers are accommodating these students inside the classroom.

Theoretical Orientation

The theories of self-efficacy and teacher-efficacy grew out of the line of behavioral change research proposed by Rotter (1966) and Bandura (1997). Both researchers shared beliefs that human behavior is acquired and maintained by both behavioral as well as cognitive processes. Bandura (2006) presented the concept of efficacy as a mechanism of behavioral change in his social cognitive theory and defined perceived self-efficacy as "people's beliefs in their capabilities to produce given attainments" (p. 307). Many educational researchers have applied Bandura's social cognitive principles to a new idea known as teacher efficacy (Ashton and Webb, 1982). In doing this, the construct of teacher efficacy has emerged and relates to self-efficacy beliefs in the context of teaching.

Self-efficacy and teacher-efficacy research grew out of two primary theoretical orientations. First, Rotter (1966) proposed his social learning theory which combined ideas of learning and personality. According to Rotter (1966), "the individual is selective in what aspects of his behavior are repeated or strengthened and what aspects are not, depending upon his own perception of the nature or causality of the relationship between the reinforcement and their preceding behavior" (p. 5). He further stated that the perception of a reward or reinforcement is based on the degree to which an individual recognizes it to be externally or internally generated. The successive pairing of behaviors and outcomes facilitates motivation and learning. The concept of locus of control originated from this idea.

After Rotter presented his idea on social learning, Bandura published a paper on Social Cognitive Learning Theory. His research emphasized the role of modeling in learning. He believed that people learned best by observing others' behaviors, attitudes, and outcomes of those behaviors.

Gay (2001) focused on research dealing with culturally responsive teaching practices. He acknowledged five elements that teachers must do: develop a knowledge base about cultural diversity, which includes ethnic and cultural diversity content in the curriculum, demonstrate caring communities, communicating with ethnically diverse students, and responding to ethnic diversity in instructional delivery. In another study, Gay (2002) defined multicultural competence as a teacher's awareness of his / her own cultural biases, in order to gain a perspective to better address varying worldviews within the classroom. This line of research emphasized the importance of teachers being able to assess their feelings about their abilities to handle diversity within their classrooms.

Self-Efficacy. Bandura (1977) published research on self-evaluative reactions and self-efficacy. Bandura's research emphasized the role cognitive processes played in influencing the relationship between a person and a behavior. The construct influenced by these cognitive processes, he said, was known as "self-efficacy". In line with this thinking, Bandura (1993) stated that, "self-influences affect the selection and construction of environments" (p. 118). This powerful idea strengthens the power of self and one's control of the environment. One's personal beliefs and self–thinking is the strongest predictor of one's motivation, affect, and action. Also, he said that self-efficacy is not a static entity, but instead is influenced by one's context. Bandura identified a number of sources as influencing and regulating the cognitive processes behind one's perceived personal or self-efficacy.

He proposed the following four sources:

- Performance accomplishments (Enactive)

- Vicarious experience (Vicarious)

- Verbal persuasion (Exhortative)

- Emotional arousal (Emotive)

Performance accomplishments are identified as being the most important source because they are based on a person's past experiences and sense of accomplishment. Bandura (1977) explained that it is the expectation that past experiences create that lead a person to behave and act in a certain way. He also explained that once a pattern and expectation for success is established, the negative impact of failures will be reduced. Another source of self-efficacy beliefs is through vicarious experiences or seeing others perform similar behaviors. Observation has the power to "generate expectations in observers that they too will improve if they intensify and persist in their efforts" (p. 197). The next source by which one can change self-efficacy

beliefs is through verbal persuasion which includes, social persuasion, suggestion and can even include self-instruction. The last source, Bandura stated, is emotional arousal. Arousal and feelings of excitement or anxiety help people interpret an event and whether the experience was positive or negative. All of these sources are ways people evaluate their own self-efficacy. These evaluations of self and self-judgments form the well-researched construct of perceived self-efficacy.

Efficacy expectations vary along different dimensions and have important implications on performance. Beliefs differ in magnitude, generality, and strength. Some experiences are perceived as easy and others as more difficult, this difference in magnitude influence how one perceives a given task. Also, some tasks are easy to generalize while others are more specific and isolated. In addition, self-efficacy beliefs vary in strength; weak expectancies are easily extinguished while individuals with strong expectancies will persevere in the most difficult situations.

A more recent article by Bandura and Locke (2003) looked at how self-efficacy beliefs can have either negative or positive effects in regards to goal setting. In a meta-analysis of nine articles, converging evidence suggests that belief in one's capabilities and personal goals is not self-debilitating, leading to complacency, as some researchers stated. In fact, high self-efficacy promotes high goals, which create large discrepancies that drive performers (Bandura & Locke, 2003).

Therefore, according to Bandura's work, perceived self-efficacy and its expectations will determine many important facets of behavior. It will influence the level of motivation put forth towards successful completion of a task and goal, the type of activity, and the setting. Self-

efficacy is formed through cognitive processes and generated and maintained by four sources: enactive experiences, verbal persuasion, vicarious experiences, and emotional arousal

Teachers' sense of efficacy. There has been a growth in the number of researchers who have sought to apply Bandura's Social Cognitive Theory to the realm of education and teachers (Ashton & Webb, 1982). The application of self-efficacy to teachers is known as teacher efficacy. Bandura (as cited in Tschannen-Moran & Woolfolk Hoy, 2001) defined teacher efficacy as a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

Bandura's theory of self-efficacy in a way acknowledges a critical period for the development of self-efficacy as it is most malleable early in learning. Similarly, the first years of teaching could be critical to the development of a teacher's sense of efficacy (Woolfolk Hoy & Burke Spero, 2005). Ashton and Webb (1982) identified two dimensions of teacher efficacy: general, or the extent to which a teacher believes his or her students can learn material; and personal, or the extent to which a teacher believes students can learn under his or her instruction. A teachers' personal sense of efficacy is predictive of their effort, goals, and persistence in difficult situations (Tschannen-Moran, Woolfolk-Hoy & Hoy, 1998). In addition, teachers with high expectations and a high sense of efficacy will work hard to apply behavior management strategies, interventions, and deal with the needs of exceptional students. Tschannen-Moran and Woolfolk Hoy (2001) recognized the importance of this construct, stating that "teacher efficacy is a simple idea with significant implications" (p. 783).

The Measurement of Teacher Efficacy

Most measures of teacher efficacy are quantitative and based on self-reported surveys. Although not as common, there are also some qualitative ways to measure the construct.

Teachers with high evaluations of their efficacy demonstrate more positive behaviors inside the classroom; they are more likely to smile and praise students for effort, and less likely to criticize and punish (Ashton and Webb, 1986; Gibson and Dembo, 1984; Tschannen-Moran and Hoy, 2001). Interviews and focus groups have been some ways researchers have gained qualitative information about teachers' attitudes and feelings inside the classroom.

However, most research on teacher efficacy has focused on quantitative ways of assessing this construct, usually through Likert scales. Grounded in psychology, teacher efficacy was first measured and introduced through a research project conducted by the RAND Corporation and funded by Title III of the Elementary and Secondary Education Act. RAND researchers evaluated teacher efficacy using two important items: (a) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" and (b) "If I try really hard, I can get through to even the most difficult or unmotivated students." These two questions are theoretically based on Rotter's theories on locus of control with the first assessing beliefs on external control (general efficacy) and the latter, measuring perceived internal control (personal efficacy).

Ashton and Webb vignettes. Ashton and Webb (1986) conducted research in line with Bandura's theories on outcome expectancies and self-efficacy. They developed another measure to assess teachers' sense of self efficacy now known as the Ashton Vignettes. Teachers were presented with a variety of scenarios that they might encounter in school and asked to rate their effectiveness in each situation. Their findings indicated that teachers with low self-efficacy used defense mechanisms such as avoidance of activities they found difficult and have negative self-talk about their perceived inadequacies. These preoccupations create mental stress that take away from effective instructional time, reducing teacher effectiveness. On the other hand, teachers

with a high sense of efficacy feel more responsible for their students' education and utilize a wide range of strategies, spend more time planning, and in professional development, and are more motivated to engage difficult learners.

Gibson and Dembo's teacher efficacy scale. Gibson and Dembo (1984) developed a 30-item Likert scale to assess efficacy beliefs in teachers. Factor analysis of responses from 208 elementary teachers indicated that two factors emerged that accounted for 30% of the variance. Two dimensions emerged: general teaching efficacy (α= .79) and personal efficacy (α = .75). These two dimensions also represent the idea of control presented by Rotter and RAND researchers with the first being sense of external control and the later representing internal control. They predicted that teachers who score high on both general and personal teaching efficacy would be more effective in influencing student learning than teachers with lower scores.

Hoy and Woolfolk. Hoy and Woolfolk (1993) used an abbreviated 10-item form of Gibson and Dembo's Teacher Efficacy Scale: Five items measured the dimension of personal efficacy, and the other five measured general efficacy. The scale also consisted of the two original personal/general efficacy RAND items. Subtests were within the same range found for the longer version of the Teacher Efficacy Scale, with an alpha value of .77 for Personal Teaching Efficacy (PTE) and .72 for General Teaching Efficacy (GTE).

Bandura's teacher self-efficacy scale. Bandura (1998) decided to create his own self efficacy scale based off of his original research. He pointed out that teacher's sense of efficacy is not always uniform across the many different tasks teachers are required to perform across subject matter. He created a 30-item instrument which consisted of seven subscales or dimensions, such as efficacy to influence decision making and efficacy to create a positive school climate. His hope was to clarify and refine the construct of Teacher Efficacy in

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accordance with his theories; in developing this new measure he attempted to provide a well-rounded picture of teacher efficacy.

Tschannen-Moran and Hoy's teacher's sense of efficacy scale. Next, Tschannen-Moran and Hoy (2001) developed a scale known as the Teachers Sense of Efficacy Scale, which includes items to assess a teachers' capability concerning instructional strategies, student engagement, and classroom management. These researchers felt that the original Teacher Efficacy Scale developed by Gibson and Dembo was not really measuring the true construct of teacher efficacy. In order to capture this construct, they created a scale that measured teacher efficacy along more dimensions. Also, it was important for them to include the word "sense" in their scale as they wanted to stress that teacher efficacy is based on one's own unique perception or sense.

Siwatu's culturally responsive teaching self-efficacy scale. With regard to culturally diverse students, Siwatu (2007) developed a Likert scale assessing teacher's efficacy to engage in culturally responsive teaching. The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and the Culturally Responsive Teaching Outcomes Expectancy (CRTOE) Scale were developed and administered to pre-service teachers in the Midwest, USA. Results showed that teachers tend to have stronger feelings of efficacy in their abilities to help students feel important within the classroom than they are in their abilities to communicate with English Language Learners. Further analysis of specific items indicated that teachers feel the least efficacious for the possibility that encouraging students to use their native language will help to maintain students' cultural identity. This validation study of the scale also illustrates the importance of also assessing a teachers' knowledge about his / her students, and more specifically, if they are using best practices in learning / teaching a second language.

Kitsantas' teacher self- efficacy scale for classroom diversity. A more recent diversity efficacy measure known as the Teacher Self Efficacy Scale for Classroom Diversity (TESCD) was developed by Kitsantas (2012). While the CRTSE focuses more on general culturally relevant teaching strategies, the TESCD attempts to create actual real life scenarios that require them to reflect on their responses. On the TESCD actual scenarios common in diverse classes are printed on the scale and teachers must place themselves in those situations and assess how they would behave. The participants used to validate this scale were more diverse than the CRTSE and consisted of 122 males and 295 females enrolled in an undergraduate educational psychology pre-service teaching class. Their ethnicity was reported as 121 Caucasian, 85 African-American, 97 Hispanic, 73 Asian, and 41 "other". The factorial structure of the TESCD scale yielded one factor that accounted for 61.26% of the variance. This factor is referred to as "classroom diversity". The entire scale consists of 10 items that show reliability with an alpha coefficient of .91.

These efficacy measures are important in the field of educational psychology and teacher preparation due to their high ability to predict teacher ability and student's outcomes. Knowledge of current level of efficacy may help set goals or create additional professional development opportunities to reach a desired level of efficacy.

Influences on Teachers' Sense of Efficacy

There are a number of factors that may influence a teacher's sense of overall efficacy towards teaching regular as well as English Language Learners (ELL). Some of these factors include how many years have they been teaching regular / ELL / culturally diverse students, their preparation, number of additional certifications, level in school, whether they have an ELL

currently in the class and if so, how many, as well as personal factors such as openness which many include living abroad or learning another language.

Experience teaching. Teaching experience can affect how a teacher perceives his or her general and personal efficacy in the classroom. In a study that looked at middle / high school teachers with varying years of experience, Taimalu and Oim (2005) found statistically significant differences between mean ratings of general teaching efficacy given by student teachers and by middle / high school teachers. They found that student teachers had higher general efficacy and the lowest personal efficacy while teachers with more experience had higher personal efficacy beliefs and the lowest general efficacy beliefs.

In another study on teaching experience and efficacy, Gandara, Rumberger, Maxwell-Jolly, and Callahan (as cited by Pettit, 2011), reported that both the number of ELL in the class and the number of years teachers taught ELL were predictive of higher levels of efficacy. These findings reveal that along with experience, greater exposure or contact with a certain type of student can possibly increase efficacy beliefs.

However, Garcia-Nevarez, Stafford, and Arias (as cited by Pettit, 2011) showed that years of experience teaching was negatively correlated with teacher attitude toward his or her students' native language. More specifically, they found that teachers who taught seven or more years were more likely to feel less efficacious, holding negative attitudes towards ELL in the classroom. Qualitative analysis revealed that these attitudes were due to resentment over years of modifying curriculum to meet unique student needs.

Culture. There is a disproportionate number of culturally and linguistically diverse students in schools today compared to teachers who are mostly White-Caucasian. According to Jacob and Jordan (1993), the cultural mismatches between teachers and students may create

difficulties with interaction and communication in the classroom. Also, the curriculum of most schools in the United States is geared towards the mainstream population of white middle and upper class students and families. Teachers who are open to new experiences, and who live abroad and learn other languages, may be more understanding and empathetic towards these diverse students. In order for ELL students to feel accepted and appreciated inside the class, teachers must seek to create this change in attitude.

   Gender. Youngs and Youngs (2001) found females held more positive attitudes toward ELL than their male counterparts. Although there are disproportionality more female teachers than males, gender was found to be associated with perceived teacher-efficacy of pre-service teachers. Erdem and Demirel; and Woodcock (as cited by Ahsan, Deppeler, and Sharma, 2012) found that female teachers expressed higher levels of teacher-efficacy than the male teachers. Forlin et al. (as cited by Ahsan et al., 2012) conducted a study looking at pre-service teachers' efficacy beliefs in Mexico and also found that females expressed higher efficacy beliefs than males.

   Personality. A few studies on personality and its influences on teacher efficacy have been conducted. Unruh and McCord (2010) examined the Five Factor Model (FFM) of personality, and correlated all traits of the FFM with a scale measuring beliefs about diversity in a sample of teacher education students. Results showed significant correlations between beliefs about diversity and Openness as well as Agreeableness. These two facets of personality are related to willingness to try new experiences and learn different languages. Youngs and Youngs (2001) found a positive correlation between regular education teachers who reported living abroad and positive teaching practices with ELL. In addition, they found that teachers who were

fluent in another language were more likely to try new teaching practices and encourage a student to use their home language inside the classroom.

Lee and Oxelson (2006) used survey measures and interviews in California public schools to show that a teachers' experiences with languages other than English affect their attitudes towards ELL. On the other hand, teachers who did not enroll in language education expressed negative or indifferent attitudes towards the use of ELL primary language in schools. Personality facets and attitudes teachers hold towards ELL and diverse groups of students affect instruction delivered inside the classroom and sends a message to all students on how ELL are valued and viewed.

It is encouraging that some researchers have found ways to instill high efficacy feelings in monolingual teachers: Schwarzer, Haywood and Lorenzen (2003) stated that due to their findings in observing monolingual English speaking teachers on delivering primary language and culture instruction into their classrooms, all teachers can help teach literacy without speaking the native language. Similarly, exposure to and contact with ELL and higher educational levels are all associated with positive attitudes (Byrnes, Kiger, & Manning, 1997).

Attitudes toward language and language learning. Reeves (2006) studied teachers' attitudes towards English and use of a students' home-language within the class. Most participants agreed the students should be able to use their native language while at school; however, they also indicated that English should be the official language in the U.S. The study also looked at regular teachers' knowledge of English language acquisition and best practices with ELL. Teachers indicated that they believed students should be able to acquire English in two years of being in the U.S. This study shows that there is a lack of knowledge towards ELLs

and English language learning among regular education teachers. In actuality, it takes ELL students one year to move up one level in English proficiency.

Teacher training program. Teacher training seems to be one of the best predictors of efficacy beliefs concerning English Language Learners (ELL). Youngs and Youngs (2001) indicated that teachers who had some type of English to Speakers of Other Languages (ESOL) training were significantly more likely to report higher feelings of efficacy towards ELL than those teachers who had not had these experiences. Gandara, Maxwell-Jolly, and Driscoll (2005) also found a positive relationship between more preparation for teaching English learners and teacher confidence. It seems that teachers who have had training in ESOL instruction hold similar beliefs about a persevering and valuing a students' heritage language in the school setting. On the other hand, teachers without such training seemed to believe that their primary responsibility is to teach English inside the classroom.

Garcia-Nevarez et al. (as cited by Pettit, 2011) explored three types of teaching certifications: bilingual, regular education, and ESL, and noted that bilingual-certified teachers were the most supportive of the inclusion of English Language Learners (ELL) primary language in the context of the classroom. It is evident that the positive and understanding attitudes of certified bilingual teachers are due to their knowledge of bilingualism, leading them to understand the importance of allowing a student to continue to develop their primary language and that these skills will transfer to the second language. Also, due to the bilingual teachers' own bilingualism they realized all of the extra benefits socially, personally, intellectually, and educationally that being bilingual offered. Unlike the bilingual teachers, both regular education and ESOL certified teachers held beliefs that their primary purpose was to instruct students in

English. However, teachers who are ESOL certified held more positive views on native language.

Level taught. The school level, grade, and subject a teacher teachers may affect both his / her sense of personal, general, and overall efficacy. Baker (as cited by Ahsan et al., 2012) reported differences between level and efficacy, with secondary level pre-service teachers having lower levels of perceived teaching efficacy than primary grade teachers. A study conducted by Forlin et al. (as cited by Ahsan et al., 2012) in Mexico showed that secondary level teachers perceived the lowest level of teaching efficacy than primary grade teachers. Another study revealed that kindergarten teachers had the highest personal efficacy beliefs and middle / high teachers had the lowest. These results show a negative relationship between teaching level and teacher efficacy.

Efficacy Effects on Student Achievement

It has been widely shown that teachers with higher perceived efficacy strive to meet the needs of all learners and will work hard to promote learning in their classes. By focusing the curriculum to meet unique learner needs, teachers in return help to foster feelings of student self-efficacy and achievement. It has been found that teachers with higher efficacy are more willing to implement specially designed instruction and make fewer referrals to special education (Paneque & Barbetta, 2006). The concept of teacher efficacy is highly related to the concept of student self-efficacy (Bandura, 1997) where the same sources of self-efficacy in students apply to the sources of efficacy in teachers. This unique association is due to teachers feeling more responsible for all student learning (Brownell & Pajares, 1999), and they are more receptive to inclusion. The powerful ability for high teacher efficacy to transfer to the student, changing

ability perceptions, is support for the belief that teacher efficacy is a factor that positively influences student's achievement.

Improving Teacher Efficacy

Many studies have indicated that teachers who receive specialized instructional training for teaching ELL make significant differences on their students' learning; however, few teachers actually receive this type of specialized support. Teachers often find that once they are in the classroom, their schools do not include professional development opportunities in the area of teaching ELL. On the other hand, federal legislation such as the ESEA, includes special waivers that offer states an opportunity to move forward with efforts that improve instruction for ELL. New York is a strong case (Chang, 2012), advocating for funds to support their large ESL population. Two influential conference papers (Kwait, 1989 and Tasan, 2001) focused on ways to improve teacher efficacy, specifically with ELL. In both studies, differences were noted after the teachers engaged in professional development activities aimed at improving self-efficacy beliefs. Kwiat (1989) evaluated the effectiveness of professional development for teachers of language minority students. Pre and post tests were administered to teachers based on the completion of the course and findings showed that teachers started to incorporate new strategies into their classes and also decided to continue professional development.

Paneque and Barbetta (2006) conducted a study which examined perceived teacher efficacy of special education teachers with ELL students with disabilities. Results indicate that proficiency in the students native language help to foster feelings of self-efficacy. This study makes a strong case for having bilingual teachers or teachers who have received training and certifications in Teaching English as a Second Language.

Youngs and Youngs (2012) suggested that teachers should have increased opportunities for exposure to cultural diversity. These findings suggest that teacher preparation programs should include frequent opportunities for students to become exposed to different cultures and languages in order to increase senses of efficacy. Such activities may include taking a foreign language course, receiving ESL training, working with ESL students, and going abroad. Contact theory in social psychology explains that increased contact with a certain group helps to eliminate biases and increase positive feelings. Reeves (2004) implied that teacher reluctance to working with low-proficiency ELLs may result from teachers' lack of confidence and experience in working with this population. Reeves also observed that with few resources and little training, teachers become frustrated quickly and experience feelings of inadequacy. CAEP Commission (2013) Standard 2.3 stated that:

> The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. (CAEP, 2013, p. 6)

It is therefore important that teacher preparation programs and public schools seek to create diverse clinical experiences and opportunities for their teachers. Also, additional certification or specializations in teaching diverse learners should be an option in more programs. These opportunities will increase teachers' preparedness and teacher efficacy beliefs regarding this population.

Need for Present Study

There has been an increase in linguistic and culturally diverse students in schools. Most of the time, these students are with general education teachers. Using teacher efficacy beliefs as a

way to determine whether the teacher believes he / she can create a positive learning environment for all students has received little attention. Therefore, it is important to assess teacher efficacy of specific populations such as English Language Learners. In the past, the Teacher Efficacy Scale (TES) has only been used to measure teacher efficacy towards regular education or hard-to-reach students in various contexts and settings; however, it has not been used for ELL populations. This knowledge would be useful for teacher preparation programs as well as school administrators to determine whether there is a need to prepare teachers to effectively teach these diverse students.

The current study sought to expand on past research on teacher efficacy with English Language Learners by administering two surveys to teachers at elementary, middle, and high schools in a college-town with a high number of ELL students in West Virginia. . Teachers were given a modified ELL- version of Gibson and Dembo's (1984) Teacher Efficacy Scale to assess general and personal efficacy beliefs towards English Language Learners. Also, an author-developed demographic questionnaire was given to explore different factors and their influence on a teachers' efficacy.

The following research questions were addressed:

1. How does the author-modified ELL- version of the Teacher Efficacy Scale load on the two components, personal efficacy and general efficacy?

2. How do teachers on average by grade level feel about their abilities to teach English Language Learners?

3. Are there significant differences in overall teacher efficacy, personal efficacy, and general efficacy by grade level (e.g. elementary, middle, and high school)?

4. Which factors are the most predictive of overall teacher efficacy (gender, experience teaching with ELL students, total years teaching, total years teaching culturally diverse students, level taught, teacher preparation training, number of additional certifications received, proficiency in another language, or time lived abroad)?

CHAPTER 2

METHOD

Participants

Participants were teachers at an elementary, middle, and high school in a college-town with a high number of ELL in West Virginia. Teachers were selected with the help of the English as a Second Language (ESL) teacher at the elementary, middle, and high school levels. At the elementary level, 25 teachers were selected based on whether or not they have ELL students presently.

Instruments

A modified long version of Gibson and Dembo's Teacher Efficacy Scale was used to measure teacher efficacy beliefs. The modification made was to change the questions to reflect teacher's beliefs towards English Language Learners (ELL). This scale has 22 questions and reflects two independent components: general efficacy and personal efficacy.

Also an author-developed demographic questionnaire was utilized. The questionnaire assessed the following variables: gender, level taught, teacher training program, years taught, number of years worked with ELL students, years worked with Culturally Diverse Students, lived in another country, proficiency in a second language, whether they teach an ELL student currently, and if so, how many. Also the questionnaire assessed knowledge about current ELL students by asking these two questions: 1) Do you have an ELL student in class? And 2) If yes, indicate the English proficiency level (1, 2, 3, 4, or 5).

Research Design

A correlational and survey sampling design were used, and consisted of quantitative components. Convenience sampling was utilized by analyzing surveys completed by teachers on their teacher efficacy beliefs towards ELL. A reliability and factor analysis was conducted to see how well the modified version of the TES loads on each of the two dimensions of personal and general efficacy. Also descriptive statistics were used to look at differences per item by level. Further analysis included an ANOVA to see significant differences. Next, an ANOVA was conducted on quantitative variables to see if there was a difference in means between levels on overall teacher efficacy. Also an ANOVA was used to compare teacher efficacy scale dimensions (general efficacy and personal efficacy) on level (elementary, middle, and high). A Pearson correlation was conducted to see significant predictors on overall TES as well as on each of the two dimensions. Next, a linear regression (correlational) method was used to examine the demographic variables to see if one of them predicted overall teacher efficacy, as well as each dimension, with ELL students better than another.

Procedure

75 packets (25 per level) were made and included three forms: IRB approved anonymous consent, Teacher Efficacy Scale, and demographic questionnaire. At the elementary level, teachers were emailed by the assistant principal and told about the study. Then, packets were put in their mailboxes. They were asked to return the envelopes to the assistant principal when completed. At the middle school, team teachers were contacted by the schools counselor and told about the study. Then, the researcher distributed packets into all of the teachers' mailboxes with a note saying to return to the counselor upon completion. At the high school, the ESL teacher helped to contact teachers and sent out an email about the study. Then, the researcher put packets into their mailboxes with notes saying to return to the assistant principal when done.

Blank Data. 4 participants left questions blank, and so they had to be omitted from the study.

Data Analysis. Analysis was completed using the Statistical Package of Social Sciences (SPSS) software. For the current study, the significance was set at $p < .05$.

Institutional Review Board. The current study was examined by the Marshall University Institutional Review Board (IRB) and was deemed not human subject research due to the fact that the examiner was provided with the data with all identifying information removed. The letter from the IRB is provided in Appendix C.

CHAPTER 3

RESULTS

Sample Characteristics

Seventy-five surveys were distributed in total, 25 at each school–level: Fourteen surveys were completed at the Elementary, thirteen at the Middle School, and thirteen at the High School. This total yielded a 53% response rate. However, four teachers did not complete all items, and so the N had to be adjusted when items data were missing. In total, forty surveys were analyzed. Eighty-two and one half percent of participants were female ($N = 33$) and 17.5 % males ($N = 7$). The majority (52.5%; $N = 21$) of the respondents held Masters or Masters (+40) degrees, 7.5% ($N = 3$) held four-year degrees, and the remainder ($N = 1$) 2.5% held "other" degrees. The average number of total years teaching was 10.48 ($SD = 9.68$), while the average number of years teaching English Language Learners wa$s$ 7.35 ($SD = 6.59$), and the average number of years teaching culturally diverse students was 8.88 ($SD = 8.12$).

Eighty-seven and one half percent ($N = 35$), indicated that they did not live abroad and 12.5% ($N = 5$) indicated that they have lived abroad. Eighty percent indicated they did not speak any other languages, 15% ($N = 6$) had minimal proficiency in another language, 2.5% ($N = 1$) were proficient in another language, and 2.5% ($N = 1$) were bilingual / fluent in another language besides English.

Ninety-five percent ($N = 38$) had an English Language Learner (ELL) in their class currently, and 5% ($N = 2$) did not. The average number of ELL students in the class currently was 4.97 ($SD = 4.36$). As presented in Table 1, forty percent did not hold any additional certifications ($N = 16$), 37.5 % ($N = 15$) held one additional certification, 20% ($N = 8$) held two additional certifications, and 2.5% ($N = 1$) held three additional certifications.

Table 1

Frequencies on Additional Certifications Received

Certification	Percentage
None	40
Academic Content Area	12.5
Special Education	10
Other	7.5
Nationally Board Certified	2.5
English as a Second Language	2.5
Bilingual Endorsement	2.5
Gifted and Talented	2.5
Curriculum and Instruction	Invalid

Analysis of Differences

The first research question of how well does the modified Teacher Efficacy Scale (TES) for English Language Learners (ELL) load on each factor was analyzed using a reliability and factor analysis to determine the reliability and extent to which the author's modified scale for ELL loaded on the two dimensions personal and general efficacy (See Appendix D). A reliability coefficient of the scale for the 36 participants was determined to be α= .86. Item 17 and Item 1r were deleted from the scale because they did not load strongly on the predicted factors. Also, reliability of the personal efficacy scale was α= .88 ($N = 10$), while the general efficacy scale was α =.85 ($N = 8$).

The second research question of how well do teachers on average feel about their efficacy to teach ELL students was analyzed overall and also by level using descriptive statistics. The

Likert scale was given the following qualitative descriptors: 1-2 (Low), 3-4 (Average), 5-6

(High) to evaluate overall feelings of efficacy. Overall, teachers held average feelings of efficacy

towards teaching ELL; although, two items deviated from the average: rQ5 (I have enough

training to deal with almost any learning problem with ELL) and Q10 (Teachers are powerful

influences on ELL achievement when all factors are considered). See Table 2 for means and

standard deviations by level for items rQ5. Ratings across grade-level for rQ5 were in the low

range. A single factor analysis of item rQ5 indicated no significant differences among mean

scores, $F (2, 36) = 2.03, p = .15$.

Table 2

Descriptive Statistics for rQ5 by Level

Level	N	M	SD
Elementary	13	2.92	1.44
Middle	13	2.85	1.34
High	13	2.00	1.08

Similarly, as presented in Table 3, Item 10 deviated from the average, with teachers

reporting higher levels of overall efficacy towards ELL. A single factor analysis of item Q10

indicated significant differences by level among means scores, $F= (2, 37) = 6.76, p = .003$.

Table 3

Descriptive Statistics for Q10 by level

	N	M	SD
Elementary	14	5.21	.58
Middle	13	5.38	.77
High	13	4.38	.87

The third research question of whether or not there were significant differences between elementary, middle, and high school teachers on the entire modified Total Teacher Efficacy – ELL scale, followed by each dimension, personal and general efficacy, was analyzed using a one-way ANOVA. Results revealed that there were significant differences between level on total teacher efficacy towards ELL, F (2, 33) = 7.91, p = .002.

Post hoc analysis to determine the statistically significant differences by level showed that elementary school teachers held stronger efficacy beliefs (N = 12, M = 87.08, SD = 7.59) than high school teachers (N = 12, M = 71.42, SD = 10.57). Also, middle school teachers had significantly stronger feelings of total overall efficacy towards ELL (N = 12, M = 81.25, SD = 10.77) than high school teachers. Results of significant differences are presented in Table 4.

Table 4

Tukey HSD on Total TES and Level

Level		Mean Differences	P
Elementary	Middle	5.83	.32
	High	15.67	.001**
Middle	Elem.	-5.83	.32
	High	9.83	.05*
High	Elem	-15.67	.001**
	Middle	-9.83	.05*

**p < .01
*p < .05

Next, a one-way ANOVA revealed significant differences between level and total personal teacher efficacy towards ELL, F (2, 30) = 5.95, p = .01. Further post hoc analysis to determine the statistically significant differences showed that elementary school teachers again held stronger feelings of efficacy (M = 51.33, SD = 1.94) than high school teachers (M = 47.05, SD = 8.14). See Table 5 for an analysis of significant differences. On the other hand, no significant differences were found between middle school teachers and high school teachers on ratings of personal efficacy.

Table 5

Tukey HSD Post Hoc: Level and Personal Efficacy

Level		Mean Differences	P
Elementary	Middle	3.33	.52
	High	9.10	.01*
Middle	Elem.	-3.33	.52
	High	5.77	.14
High	Elem	-9.10	.01*
	Middle	-5.77	.14

* p < .05

Finally, one-way ANOVA was computed between total general efficacy towards ELL by level. No significant differences between total general efficacy towards ELL by level were found, F (2, 31) = 1.47, p = .25. Elementary teachers had a mean score of 36.08 (SD = 5.30), middle school teachers had a mean score of 34.38 (SD = 7.41), and high school teachers had a mean score of 29.67 (SD = 7.58). No further analysis was needed.

Research question four was addressed by conducting Pearson correlations ($N = 36$) to determine the relationship of gender, total years teaching, training, number of additional certifications, total years with ELL, total years with culturally diverse students, whether or not an ESL was in the class presently, and if so how many, with the dependent variable Total Teacher Efficacy towards ELL as well as the two dimensions, personal and general efficacy. Results are presented in Table 9 and revealed significant positive correlations between total number of additional certifications and total teacher efficacy towards ELL, $r(1, 34) = .40$, $p = .02$ as well as between living abroad and total teacher efficacy towards ELL, $r(1, 34) = .38$, $p = .02$.

Table 9

Pearson Correlations for Predictors and Total Teacher Efficacy

Variables	Pearson Correlation	Significance (2-tailed)
Gender	-.10	.58
Training	.03	.86
Number of Additional Certifications	.40	.02*
Total Years Teaching	.19	.26
Years with ELL	.18	.31
Years with Culturally Diverse	.11	.51
Lived Abroad	.38	.02*
Language	.23	.18
ELL Currently in Class	.04	.80
Number of ELL in Class Currently	.03	.86

** Correlation is significant at the .01 level
* Correlation is significant at the .05 level

In addition, a Pearson correlation ($N = 37$) to determine the relationship between all of the predictor variables and total personal efficacy revealed significant positive correlations between number of additional certifications and personal efficacy towards ELL, $r(1, 35) = .34$, $p = .04$ as well as between total years teaching and personal efficacy towards ELL, $r(1, 35) = .34$, $p = .04$. See Table 10 for results of this analysis.

Table 10

Pearson Correlations for Predictors and Personal Efficacy, N=40

Variables	Pearson Correlation	Significance (2-tailed)
Gender	-.23	.17
Training	.07	.67
Number of Additional Certifications	.34	.04*
Total Years Teaching	.34	.04*
Years with ELL	.19	.27
Years with Culturally Diverse	.27	.11
Lived Abroad	.25	.14
Language	.18	.28
ELL Currently in Class	.09	.61
Number of ELL in Class Currently	.002	.99

** Coefficient is significant at the .01 level
*Coefficient is significant at the .05 level

In order to determine the predictive strength that living abroad had on total teacher efficacy, a simple linear regression analysis was calculated predicting teachers' overall teacher efficacy based on living abroad. The variable living abroad was made using dummy variable

coding with a one for yes and zero for no. A regression standardized residual plot showed linearity and a histogram showed normality. Results revealed that living abroad significantly predicted total teacher efficacy, $b = .376$, $t(33) = 2.37$, $p = .02$. Living abroad also explained a significant proportion of the variance in total teacher efficacy ratings, $R^2 = .14$ $F(1, 34) = 5.61$, $p = .02$. The regression equation was found to be TE'= 78.41 + 13.96 (Lived Abroad). This relationship shows a positive direction, with teachers who have lived abroad reporting higher levels of overall teaching efficacy.

Next, a linear regression was calculated predicting teachers' overall teacher efficacy based on their total number of additional certifications. Findings showed that number of additional certifications also significantly predicted total teacher efficacy, $b = .402$, $t(33) = 2.56$, $p = .02$. Similarly, living abroad explained a significant proportion of variance in total teacher efficacy ratings, $R^2 = .16$ $F(1, 34) = 6.56$, $p = .02$. The regression equation was determined to be TE' = 74.94 + 6.18 (Total Number of Additional Certifications). This relationship shows a positive direction with teachers who have more certifications reporting higher levels of total efficacy.

In addition, a linear regression was calculated predicting teachers' personal efficacy based on their total number of years teaching. The predictor variable, "Total Number of Years Teaching", significantly predicted personal efficacy, $b = .38$, $t(34) = 2.11$, $p = .04$. Total years teaching also explained a significant proportion of the variance in personal efficacy ratings, $R^2 = .11$ $F(1, 35) = 4.45$, $p = .04$. The regression equation was determined to be equal to PE' = 44.18 + 30 (Total Years Teaching). This relationship shows a positive direction with teachers who have more experience reporting higher levels of personal efficacy.

Next, a simple linear regression was calculated predicting personal efficacy towards ELL based on their total number of additional certifications. The number of additional certifications also significantly predicted personal efficacy, $b = .031$, $t(34) = 2.13$, $p = .04$. Additional certifications explained a significant proportion of the variance in total personal efficacy ratings, $R^2 = .11$ $F(1, 35) = 4.52$, $p = .04$. The regression equation was determined to be PE' = 44.18 + 3.67 (Number of Additional Certifications). This relationship shows a positive direction with teachers who have received more certifications indicating higher levels of personal efficacy.

CHAPTER 4

DISCUSSION

The present study led to several important findings. First, the theoretical element of teacher-efficacy, and Gibson and Dembo's Teacher Efficacy Scale was modified to measure teachers' sense of efficacy towards English Language Learners (ELL). This newly modified scale also loaded on the two theoretical factors of teacher efficacy known as personal and general efficacy (Table 2). This finding suggests that the TES can be adapted to measure efficacy for the specific and growing population of English Language Learners. Factor analyses support a single measure of teacher efficacy consisting of items that assess general and personal efficacy components.

Next, as predicted, overall teacher efficacy is significantly influenced by grade-level. Similar to previous studies (Baker, 2005; Forlin et al. 2010), results revealed that elementary school teachers had significantly higher levels of total efficacy than high school teaches. Similarly, middle school teachers had significantly higher overall efficacy levels than high school teachers.

In addition, elementary school teachers had significantly higher levels of overall personal efficacy than high school teachers, although no significant differences were found between middle and high school teachers.

Also, no significant differences were found between level and general efficacy.

Pearson correlation analysis and further linear regression analysis revealed that living abroad and total numbers of additional certifications held were significant predictors of overall TE towards ELL.

In addition, Pearson correlation analysis and further linear regression analysis revealed that total years teaching and total number of additional certifications held were significant predictors of personal efficacy. Both of these predictors were positively correlated with personal efficacy.

Similar to findings on level, there were no significant predictors for total general efficacy. This construct is independent from personal efficacy, and relates to a general belief about the power of teaching to reach difficult children – or in this case, English Language Learners (ELL). Therefore, it seems that teachers as a whole have faith generally in the ability of teachers to reach ELL, while some may lack personal confidence in their abilities to teach ELL.

Item analysis of the 20-item modified Teacher Efficacy Scale for ELL showed average feelings of efficacy overall with the exception of items r5 and 10. Teachers held low levels of total efficacy for Item Qr5 (I have enough training to deal with any learning problem with ELL) and no significant differences between levels existed. This finding suggests that overall teachers do not feel well-prepared to teach ELL who have learning problems. On the other hand, teachers indicated high levels of overall efficacy on Q10 "When all factors are considered, teachers are powerful predictors of ELL achievement". Significant differences were found between levels, with high school teachers reporting average levels of efficacy while elementary and middle school teachers reported high feelings of overall efficacy. This finding suggests that teachers report high feelings in a teachers' ability to predict ELL achievement, while they may not personally feel they are powerful predictors. This finding is encouraging in that it generally shows that teachers feel inadequately prepared to deal with learning problems in their ELL students, while also suggesting that teachers feel they can be powerful predictors in ELL student achievement. Additional training and supports during the first couple years of teaching may be

needed to instill efficacious feelings in teachers, resulting in a greater sense of personal efficacy towards feeling like they can predict overall student achievement.

Bandura, A. (1997) and Social Cognitive Theory suggests that mastery experiences/performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal are the four main sources of efficacy expectations. Also, efficacy may be most malleable early on in life, or similarly early on in teaching. It is therefore important to help develop high feelings of efficacy early on in teacher training programs and first years teaching. While mastery experiences may be more difficult to experience early on, principals and teacher training programs can provide vicarious experiences, showing videos or modeling how teachers can reach ELL students. Also they can provide verbal persuasion and encouragement. Teacher efficacy is strongly correlated with student achievement, and it's encouraging that teachers from this study recognize this by indicating that teachers in general can significantly impact ESL student achievement.

Limitations

This research had several limitations. This study was primarily limited by its small sample size. An earlier start in data collection would have increased the time needed to survey more participants. More contact between the researcher and the target sample may have increased participants as well. Ideally, the number of participants would have been more evenly distributed across gender, and other teacher-characteristic/demographic variables. Also, the participants represented a narrow range of ethnicity/ages. A larger sample with more diversity would have benefited the results. Also, the modified efficacy scale was not pre-tested to see if it would load on the desired components, this would have been helpful to determine which items did not load on the appropriate factors. Also, the demographics of the ELL students were mostly

high SES in a college town in West Virginia. . It would have been a good comparison to include ELL students from different regions of the country with lower SES.

Finally, a self-report survey measure can create response bias. An external measure of teacher efficacy would have been beneficial to compare responses. This measure could include observations from a trained professional or educator at the school.

Future Research

This research creates many opportunities for additional research in the area of teacher efficacy with English Language Learners. In the future, studies can gain a greater depth of qualitative information about teacher beliefs by conducting focus groups. These groups may allow teachers to express their feelings and concerns, which could lead to more opportunities for the identification of recommendations. Although more time-consuming, researchers could conduct personal interviews which would help to elicit a greater depth of information.

There are additional opportunities to expand this study to include both monolingual and bilingual schools. This would allow for comparison of teacher efficacy feelings towards ELL at the different schools.

Future research may also want to look at collective school-wide efficacy. Looking at efficacy from multiple teacher and school points of view, instead of individual, would provide powerful insight into the school's culture and ability to predict student achievement.

Another study may want to look at sources of efficacy expectations: performance /mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal (e.g. anxiety) to see how teachers acquire efficacy expectations early on in their career. Similarly, studies can look at parental expectations on teachers and how early childhood experiences

develop a sense of efficacy, further looking at how this is correlated to teacher efficacy towards ELL.

Another important area that studies can look into is ELL academic achievement by seeing if there is a relationship between teacher efficacy and actual ELL achievement. In West Virginia, ELL students take the WESTELL test every year to measure proficiency. Researchers can look at teacher efficacy and student achievement on this test. In addition, studies can see if teacher anxiety towards ELL mediates the relationship between teacher efficacy and student achievement. Consideration of ELL self-efficacy is another important direction that studies can take. Similarly, a study can see if language learning anxiety in ELL mediates the relationship between teacher efficacy and student achievement.

Implications

Results indicated that teachers in general feel that teachers can be powerful predictors of ELL achievement. This is encouraging because it emphasizes that they see the value of their profession. However, they feel less efficacious in their training to deal with any ELL problem. This finding suggests that teacher training programs should focus more on this area in order to prepare teachers to deal with learning problems in ELL. Also, it suggests that teachers early on should be carefully placed in schools and with mentors who provide support, encouragement, and vivacious/mastery experiences with ELL students. Early mastery experiences are important as successes raise mastery expectations, while repeated failures lower them. After strong efficacy expectations are developed through repeated successes, the negative impact of occasional failures is reduced. Similarly, Bandura (1977) suggests that a few failures that are overcome by sustained effort can strengthen self-motivated persistence if one finds that with persistence even the most difficult obstacles can be mastered.

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Huntington, WV 25701	IRB2 #00003206

March 4, 2014

Sandra Stroebel, PhD
Psychology Department, MUGC

RE: IRBNet ID# 569939-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Stroebel:

Protocol Title:	[569939-1] Teacher Efficacy Beliefs in General Education Teachers on English Language Learners	
Expiration Date:	March 4, 2015	
Site Location:	MUGC	
Submission Type:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire March 4, 2015. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Lauren Fraser.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Author-Modified Teacher Efficacy Scale (Gibson & Dembo, 1984) towards English Language Learners (ELL)

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators, concerning these statements. There are no correct or incorrect answers. We are interested only in your frank opinions. Your responses will remain anonymous.

INSTRUCTIONS: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

KEY: 1= Strongly Agree   2=Moderately Agree   3= Agree slightly more than disagree

4= Disagree slightly more than agree   5= Moderately Disagree   6= Strongly Disagree

1. When an ELL does better than usually, many times it is because I exert
   a little extra effort   1 2 3 4 5 6

2. The hours in my class have little influence on ELLs compared to the
   influence of their home environment   1 2 3 4 5 6

3. The amount an ELL can learn is primarily related to family background   1 2 3 4 5 6

4. If ELL aren't disciplined at home, they aren't likely to accept any
   discipline   1 2 3 4 5 6

5. I have enough training to deal with almost any learning problem   1 2 3 4 5 6

6. When an ELL is having difficulty with an assignment, I am usually
   able to adjust it his/her level   1 2 3 4 5 6

7. When an ELL gets a better grade than he/she usually gets, it is usually

because I found better ways of teaching that student   1 2 3 4 5 6

8. When I really try, I can get through to most difficult ELL students   1 2 3 4 5 6

9. A teacher is very limited in what he/she can achieve because
    an ELL student's home environment largely influences on his/her
    achievement   1 2 3 4 5 6

10. Teachers are not very powerful influences on ELL student achievement when
    all factors are considered   1 2 3 4 5 6

11. When the grades of my ELL students improve, it is usually because I found more
    effective approaches   1 2 3 4 5 6

12. If an ELL student masters a new concept quickly, this might be because I knew
    the necessary steps in teaching that concept   1 2 3 4 5 6

13. If parents would do more for their ELL children, I could do more   1 2 3 4 5 6

14. If an ELL student did not remember information I gave in a previous lesson,
    I would know how to increase his/her retention in the next lesson   1 2 3 4 5 6

15. The influences of an ELL student's home experiences can be overcome by
    good teaching   1 2 3 4 5 6

16. If an ELL student in my class becomes disruptive and noisy, I feel assured
    that I know some techniques to redirect him/her quickly   1 2 3 4 5 6

17. Even a teacher with good teaching abilities may not reach many
    ELL students   1 2 3 4 5 6

18. If one of my ELL students couldn't do a class assignment, I would be able
    to accurately assess whether the assignment was at the correct level
    of difficulty   1 2 3 4 5 6

19. If I really try hard, I can get through to even the most difficult
    or unmotivated ELL students   1 2 3 4 5 6

20. When it comes right down to it, a teacher really can't do much
    because most of an ELL student's' motivation and performance depends on
    his or her home environment   1 2 3 4 5 6

21. Some ELL students need to be placed in slower groups so they are not
    subjected to unrealistic expectations   1 2 3 4 5 6

22. My teacher training program and /or experience has given me the
    necessary skills to be an effective teacher with ELL students   1 2 3 4 5 6

Author-Developed Questionnaire

Thank you for taking the time to complete this survey. Your time and effort is valuable and appreciated.

1. Please indicate your gender:
   Male   Female

2. Please indicate the level you teach:
   Elementary   Middle   High

3. Please circle which best describes your teacher training program:
   4 year college   Masters   Masters (plus 40)   Alternative Pathway
   Other: _____

4. Please indicate other certifications you hold:
   Special Education   English as a Second Language   Bilingual Endorsement
   Other: _____

5. Please list how many years you have been teaching:
   _____

6. Please indicate the number of years you have worked with students who are considered English Language Learners (ELL)

   _____

7. Please indicate the number of years you have worked with culturally diverse students

   _____

8. Have you ever lived in another country?
   Yes   No
   If yes, how many: _____

9. Please list languages besides English that you are proficient in and circle proficiency level (If none leave blank):
   _____
   Not proficient   Minimal   Proficient   Fluent/bilingual

   _____
   Not proficient   Minimal   Proficient   Fluent/bilingual

10. Do you have an English Language Learner in your class currently?

Yes   No

If yes, how many? _____

11. If yes, do you know their native language and what level they are? (i.e. English proficiency 1,2,3,4,5). Please circle. If no, please leave this question blank.

Student 1: _____   1   2   3   4   5

Student 2: _____   1   2   3   4   5

Factor Analysis of the Author-Modified Gibson and Dembo's (1984) Teacher Efficacy Scale in 36 teachers

Scale Item Wording	#	R[1]	Factor No.[2]	Loading
1. The hours in my class have little influence on ELLs compared to the influence of their home environment	2		2	.765
2. The amount an ELL can learn is primarily related to family background	3		2	.642
3. If ELL aren't disciplined at home, they aren't likely to accept any discipline	4		2	.700
4. I have enough training to deal with almost any learning problem with ELL	5	R	1	.691
5. When an ELL is having difficulty with an assignment, I am usually able to adjust it to his/her level	6	R	1	.773
6. When an ELL gets a better grade then he/she usually gets, it is usually because I found better ways of teaching that student	7	R	1	.569
7. When I really try, I can get through to most difficult ELL students	8	R	1	.778
8. A teacher is very limited in what he/she can achieve because an ELL student's home environment largely influences his/her achievement	9		2	.739
9. Teachers are not very powerful influences on ELL student achievement when all factors are considered	10		2	.668
10. When the grades of my ELL students improve, it is usually because I found more effective approaches	11	R	1	.555
11. If an ELL student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept	12	R	1	.712
12. If parents would do more for their ELL children, I could do more	13		2	.621
13. If an ELL student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson	14	R	1	.835
14. The influences of an ELL student's home experiences can be overcome	15	R	1	.348

by good teaching

15. If an ELL student in my class becomes disruptive and noisy, I feel
assured that I know some techniques to redirect him/her quickly   16   R   1

16. If one of my ELL students couldn't do a class assignment, I
would be able to accurately assess whether the assignment was at the   18   R   1   .697
correct level of difficulty

17. If I really try hard, I can get through to even the most
difficult or unmotivated ELL students   19   R   1   .752

18. When it comes right down to it, a teacher really can't do much because
most of an ELL student's motivation and performance depends on his or   20   2   .795
her home environment

19. Some ELL students need to be placed in slower groups so they are not
subjected to unrealistic expectations   21   2   .511

20. My teacher training program and /or experiences has given me the
necessary skills to be an effective teacher with ELL students   22   R   1   .546

Notes: R[1] indicates that the item is reversed-scored.

[2] The 22-item TES includes 20 items as Item 17 and Item 1r were removed, and factor analysis showed that it is comprised of two subscales as indicated by factor numbers 1 and 2: 1) Personal Efficacy, 2) General Efficacy

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EDUCATION:	**Marshall University Graduate College**, South Charleston, WV
	Education Specialist Degree in School Psychology, Expected May 2014
	Master's Degree in Psychology, May 2013
	<u>Thesis</u>: Teacher Efficacy Beliefs with English Language Learners (ELL)
	NASP-approved, NCATE –accredited program
	The Pennsylvania State University, State College, PA
	Bachelor of Science in Psychology - Neuroscience, May 2011
	Study Abroad in Seville, Spain, May 2010 – June 2010
CERTIFICATION:	Crisis Prevention Intervention (CPI) – 2013
	Comprehensive Institutional Review Board Training Initiative (CITI) Certified 2014
	Nationally Certified School Psychologist – Expected May 2014
	West Virginia School Psychology License – Expected May 2014

PROFESSIONAL
EXPERIENCE: **Monongalia County Schools**, Morgantown, WV
School Psychologist Intern (August 2013 – May 2014)

- Independently completed and assisted in completing many comprehensive psycho-educational evaluations that addressed varying needs, including Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, behavior/emotional disorders, Pervasive Developmental Disorder-Not Otherwise Specified, Autism, Learning Disabilities, and Giftedness
- Administered a variety of tests to assess the unique strengths and weaknesses of learners such as the Autism Diagnostic Observation Schedule (ADOS), Universal Nonverbal Intelligence Test (UNIT), Wechsler Nonverbal (WNV), and the Kaufman Assessment Battery for Children (KABC)
- Participated at a Tier 2 (Targeted) level through attending SAT meetings, and conducting both reading and math diagnostics to further identify problem area
- Consulted with the Special Education teacher in implementing progress-monitoring interventions at Tier 3 (Intensive) level
- Assisted interventionists at both Tier 1 / Tier 2 levels by administering curriculum-based assessments (e.g. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Scholastic Math Inventory (SMI)) in order to collect and analyze student reading and math data
- Consulted with parents, regular education, special education, and specialist teachers in explaining psycho-educational evaluation results

- Analyzed quantitative data for progress monitoring purposes with academic and behavioral interventions
- Utilized Goal Attainment Scaling (GAS) to assess qualitative data, and calculated percentage of overlapping data points before and after implementation of interventions
- Developed contacts with community organizations as a resource to school staff and parents as well as advocacy
- Planned Student Assistance Team (SAT) training and reference binders for school staff
- Co-led elementary school group counseling and managed an individual counseling case load
- Completed Functional Behavior Analyses (FBA) and corresponding Behavior Intervention Plans (BIP) to target and manage specific behaviors

Marshall University Graduate College (MUGC) Summer Enrichment Program, Charleston, WV
Practicum Student (June 2013 to July 2013)
- Worked with a team in caring for the education and social-emotional well-being of 6th grade students taking summer school classes
- Completed psycho-educational evaluations including cross-battery assessments for students enrolled in the program
- Scheduled conferences with parents to review results of assessments
- Led group counseling with a co-leader with 6 boys (including one English as a Second Language (ESL) student who had negligible English) using a specific talk- therapeutic model
- Managed an individual counseling case using a solution-focused model
- Assisted in differentiating instruction based on academic and behavioral goals monitored through DIBELS, aimsWeb, and Behavior Intervention Monitoring Assessment System (BIMAS) scores
- Collaborated with teachers and other members of team through weekly meetings
- Tutored Dual Language Learner (with negligible English)

Kanawha County Schools, Charleston, WV
Practicum Student (October 2011 – May 2013)
- Completed school assignments mostly at West Side Elementary, adoptive school
- Administered curriculum-based measurements in reading, math, and writing
- Assisted in progress-monitoring students' Oral Reading Fluency (ORF) through DIBELS
- Tutored students in various subjects after-school
- Conducted classroom observations
- Managed an individual counseling caseload using various techniques such as play therapy, cognitive-behavior therapy, and solution-focused therapy with elementary school students
- Led group counseling for elementary school students of all ages and for both boys and girls using an activity-based model

- Gathered data from a variety of sources to design Functional Behavior Assessments (FBA)
- Assessed students with various needs and using a variety of test instruments including the ADOS, UNIT, WNV, WIAT, CA Verbal Learning Test, and Stanford-Binet

RELATED EXPERIENCE:

Marshall University, Huntington, WV
Graduate Assistant Study Abroad Advisor (August 2011-May 2013)
- Assisted in advising college students about study abroad opportunities
- Designed PowerPoint presentations and flyers promoting programs
- Managed schedule and gave in-class presentations about studying abroad
- Helped plan study abroad fairs
- Organized social events for exchange students
- Planned events on campus that promoted diversity and gave exchange students opportunities to teach language to others through "Language Tables"
- Also, assisted at front desk of the international office with answering phone calls, clerical duties, and advising international students on basic questions

West Side Elementary School, Charleston, WV
After-School Tutor (September 2011 – May 2012)
- Helped tutor and manage after-school programs

Penn State University Prevention Research Center, State College, PA
Friendship Group Coach (August 2010 – May 2011)
- Implemented the Promoting Alternative Thinking Strategies (PATHS) program
- Helped 2nd grade boys develop and practice skills needed to maintain friendships using PATHS curriculum
- Assisted boys in regulating and labeling emotions, self-expression, and cooperation
- Worked with children with a variety of needs on the Autism spectrum as well as ADHD
- Conducted conferences with parents on children's performance in group
- Assisted in editing a revised PATHS curriculum

RESEARCH EXPERIENCE:

Lisa Kopp, Ph.D., Child Brain Lab, State College, PA
Research Assistant (January 2010 – May 2010)
- Conducted data entry and analysis of Heart Rate Variability (HRV) data
- Researched physiological responses to certain stimuli of school-aged children diagnosed with ADHD

Amy Marshall, Ph.D., Relationship Research Lab, State College, PA
Research Assistant (January 2009 – May 2010)
- Assisted in conducting a standardized series of tests on couples diagnosed with Post Traumatic Stress Disorder (PTSD)
- Researched causal factors of relationship distress in couples with PTSD

**PROFESSIONAL
DEVELOPMENT:**

- National Association of School Psychologist Conference (February 2014)
- Crisis Intervention (August 2013)
- West Virginia School Psychology Conference (April, 2014)
- Student Assistance Team Training –Morgantown, WV (2013)
- Functional Behavior Assessment Training – Morgantown, WV (2013)

**PROFESSIONAL
AFFILIATIONS:**

- National Association of School Psychologist (NASP) – 2011- Present
- West Virginia School Psychologist Association (WVSPA) – 2013- Present

ACTIVITIES:

- Self-employed violin teacher (May 2006 – Present)
- Penn State Ballroom Dance Club (January 2010 - May 2011)
- Penn State Orchestra (August 2007 - May 2011)
- Catholic Sunday School Teacher (January 2010 – May 2010)
- Enrolled in elementary Arabic classes (May 2011-Present)