6-2018

Teachers' Sense of Self-Efficacy and its Impact on English Learner Students' Reading Proficiency-Level Scores on a Large-Scale Language Proficiency Test: A Mixed-Method Design

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by

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Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Education

June 2018

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ABSTRACT

The research design applied in this study was a convergent parallel mixed-method approach that included qualitative and quantitative data collection. The quantitative data accrued through the Teacher's Sense of Efficacy Survey (TSES) survey. The quantitative data also included a collection of English language learner's reading-proficiency-level scores from a large-scale English-language proficiency test: Assessing Comprehension and Communication in English State-to State for ELLs 2.0 (ACCESS for ELLs 2.0) administered in 2017. The quantitative data from the TSES survey and the ACCESS test were analyzed using the Pearson correlation coefficient. Findings from the TSES indicated that teachers had much self-efficacy in implementing classroom-management strategies and instructional strategies but less self-efficacy in implementing student-engagement activities. Findings from the ACCESS test data revealed no significant relationship between any of the survey composite results and reading proficiency-level scores from the ACCESS test results at $p < .05$. Findings also showed no significant relationship between teacher perceptions of their self-efficacy and students' reading proficiency-level scores at $p < .05$. The qualitative analysis—the open-ended questionnaire data—were analyzed using themes, codes, statistical frequency, and proportions. Findings from the qualitative data reflected that teachers felt higher self-efficacy when implementing classroom-management techniques and instructional strategies and lower self-efficacy implementing student-engagement activities.

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DEDICATION

I would like to dedicate this work in memoriam to my mother, Josefa, who was a great educator, doctor in pedagogy, and attorney, and who always guided me to follow the right path in life through education; and in memoriam to my father, Ricardo, a distinguished attorney, who always believed that I could reach my goals with hard work and perseverance.

DEDICACIÓN

Quiero dedicar esta tésis en memoria de mi fallecida madre, Josefa, que fue una gran educadora, doctora en pedagogía y abogada que siempre me guió a seguir el camino correcto en la vida a través de la educación. Y en memoria de mi fallecido padre, Ricardo, un distinguido abogado, que siempre creyó que yo podía alcanzar mis metas a través de mi esfuerzo y perseverancia.

CHAPTER I

INTRODUCTION

Many students, particularly the linguistically and culturally diverse student population classified as English learners (ELs), are not performing at the proficient or advanced levels on standardized tests due to ineffective instructional practices (Kapusuzoglu, 2006; Townsend, 2009). When teacher morale is low due to ineffective instructional practices, teachers' self-efficacy is low (Kapusuzoglu, 2006; Scherer, 2006). In contrast, teachers' self-efficacy is high when effective instructional practices are in place; as a result, students are engaged, challenged, and successfully achieving their academic goals (Donald, 2009).

Following enactment of the No Child Left Behind (NCLB) Act of 2001, teachers became accountable for whether they adequately educated all students, including ELs, to show growth on standardized tests. This accountability requirement presented a challenge for most teachers because, in addition to managing their classrooms and teaching, they needed to meet standardized-testing mandates. Consequently, NCLB became a motivational force for teachers and administrators to find alternative methods to improve student performance on high stakes standardized tests (Southworth, 2010).

In addition to the challenges of improving student performance on standardized tests, NCLB requirements added some benefits by making all teachers accountable for all students. Thus, how teachers effectively teach students became especially important. One key element to improve student performance is that teachers needed to sustain a suitable level of self-efficacy (Donald, 2009; Siwatu, 2011).

NCLB provided guidance for many years and has served teachers and administrators well since its inception. However, as times change, teachers and students need to change. The new agent of this change is Every Student Succeeds Act of 2015 (Donald, 2009; Siwatu, 2011). On

December 11, 2015, President Obama signed Every Student Succeeds Act, the reauthorization of the Elementary and Secondary Education Act, which replaces the NCLB. The new act shifted the responsibility for fixing schools considered underperforming to the states and offered an approach with more leeway in student testing and school accountability in holding schools and teachers accountable for students' test scores (Walker, 2015). Additionally, the new act continues to hold teachers accountable for student success. Elementary and Secondary Education Act was amended through P.L. 115-141, enacted March 23, 2018 (U.S. Department of Education, 2018).

In light of Every Student Succeeds Act of 2015 and 2018 and past research on teachers' sense of self-efficacy, the present study sought to expand the body of knowledge related to teaching ELs. The study examined teachers' sense of self-efficacy related to teaching practices who are teaching ELs. Instructional practices examined included classroom management, instructional strategies, and student engagement, and how these practices impact EL students' performance in reading in English.

Background of the Study

To understand teachers' sense of self-efficacy, it is important to know how the research on self-efficacy originated. During the 19th century and part of the 20th century, corporal punishment was accepted as the norm to manage student behavior and result in student performance. Corporal punishment, once a common practice, was abolished in some states as late as the 1980s (Middleton, 2008). Corporal punishment in the classroom eventually became frowned upon and was made illegal in most states. Eventually, a more effective way to promote student performance was introduced that did not relate to corporal punishment and aligned more with the way teachers believe in their abilities to teach (Middleton, 2008; Rollins, 2012). Ineffective classroom management had an adverse effect on student motivation and teacher

morale (Middleton, 2008; Rollins, 2012). Although the research on self-efficacy evolved and moved away from corporal punishment, teachers also understood that their sense of self-efficacy in classroom management and instructional practices significantly impacted their success in teaching (Donald, 2009). Once teachers understood the value of self-efficacy, they were able to create their own effective instructional practices (Rieg, Paquette, & Chen, 2007) to educate all students. The concept of teachers' sense of self-efficacy further developed in the context of Bandura's (1997) social-cognitive theory. This theory can be applied specifically to teachers and EL students.

In the context of Bandura's social-cognitive theory, self-efficacy is the belief people have in their own capabilities to organize and implement a certain task. Self-efficacy beliefs influence thinking and emotions, which in turn allow for positive or negative actions to ensue in instructional practices. A teacher's sense of self-efficacy in any area can significantly impact attitudes and efficiency levels (Bandura, 1997). A sense of self-efficacy can even influence others around the person. Teachers' sense of self-efficacy is significant because research about self-efficacy has a positive relationship with students' high academic performance and learning experiences (Bandura, 1997).

In addition, self-efficacy can also impact teachers' job satisfaction, professional commitment, and levels of effort in the classroom (Bandura, 1997). Hence, teachers who feel effective as teachers seemed to be happier at work and made extra effort to instruct students. Teachers' sense of self-efficacy influences the kind of environment they build in their classrooms, as well as their abilities to select various tasks to bring about student learning (Bandura, 1997). Thus, teachers' sense of self-efficacy seems to influence effective instructional practices and student academic outcomes (Donald, 2009; Dickie et al., 2014). This research

study sought to explore if teachers' sense of self-efficacy impacted ELs' reading-performance scores on an English-language proficiency test.

Statement of the Problem

Few studies focused on teachers' sense of self-efficacy in relation to specific student populations that ultimately impact how teachers instruct these students (Yough, 2008). More attention has focused on the self-efficacy of teachers to teach all students. In light of this gap in the research, in this study I examined the perceptions of teachers' sense of self-efficacy with regard to their capacity to teach ELs. The research on understanding teachers' sense of self-efficacy in instructional practices was limited in implications for EL students' reading performance on a large-scale English-language proficiency test. The results from this study help fill the gap in the existing literature.

In addition to the implementation of the World-Class Instructional Design and Assessment (WIDA) Spanish Language Development standards (SLD) and the WIDA English Language Development standards (ELD), teachers of ELs need to implement the Common Core State Standards (CCSS) in the daily instruction of the EL students. Educators not only face the challenges of teaching EL students academic content in Spanish and English, but also have the pressure of raising EL students' performance on standardized tests and on a large-scale English-language proficiency test (Pérez & Holmes, 2010). Bilingual teachers believe EL students learn English at a more rapid rate if they have a solid foundation in their native language (Cummins, 1984; Lee & Schallert, 1997; August & Shanahan, 2007; Malone, 2012).

Bilingual Transitional Education (TBE) Program

Historically, the education of EL students has linked to state and federal mandates that teachers of EL students must follow; these mandates extend up to the present day. State and federal regulations mandate that students in the Transitional Bilingual Education (TBE) program

receive at least 50 minutes of daily instruction in Spanish in the primary grades, gradually decreasing by 20 minutes in third grade, and the rest of instructional time (30 minutes) entails teaching English as a Second Language (ESL) (Chicago Public Schools [CPS], 2015, 2017).

Children reading proficiently in their native language is a strong predictor of their ultimate English-reading performance (Cummins, 1984; Lee & Schallert, 1997; August & Shanahan, 2007; Malone, 2012). Bilingualism itself does not interfere with performance in either language (Yeung, Marsh, & Suliman, 2000; Bialystok, Craik, & Luk, 2012). Proficiency in the native language helps EL students acquire proficiency in English faster (Slavin, Madden, & Calderon, 2010).

In 2010, Slavin and colleagues conducted a 5-year longitudinal randomized evaluation on reading and language outcomes in the TBE. Teachers used native-language instruction in beginning reading with the belief that it would ultimately help EL students who are Spanish native speakers read better in English; however, data from this study did support this contention, at least by fourth grade. Fourth-grade students who had been taught to read in Spanish from kindergarten to second grade scored better than those taught only in English. As EL students continued into fifth and sixth grades and are taught in English, their knowledge and proficiency in Spanish reading dwindled. In contrast, EL students in fourth grade maintained their Spanish language and reading skills, speaking and reading English and Spanish with equal fluency. Whether students are taught in the native language and English or in English most of the time, teachers of EL students are accountable for students' growth on standardized tests and on a large-scale English-language proficiency test (Pérez & Holmes, 2010).

One way EL students may keep their native language and culture throughout their academic years is by schools implementing Dual Language (DL) programs. DL programs use the students' native language for at least half of the instructional time in the elementary years and the

other half of instruction is in English. DL programs usually start in kindergarten or first grade and extend for at least 5 years, and some continue into middle school and high school. DL programs promote bilingualism, biliteracy, and high academic achievement through instruction in two languages (Espinoza, 2013; Dual Language Education, 2018). DL programs comprise different types of programs and different program models. Below is a brief explanation of two.

Types of Dual-Language Programs

Educators engage in four types of DL programs:

1. Developmental or maintenance bilingual programs: students enrolled are nonnative speakers of English.
2. Two-way (bilingual) immersion programs: a balanced proportion of students enrolled are native English speakers and native speakers of another language.
3. Foreign language immersion or one-way immersion: students enrolled are mainly native English speakers.
4. Heritage-language programs: students enrolled are native English speakers but their parents, grandparents, or other ancestors spoke another language.

Models of Dual-Language Programs

DLs have three basic models of instruction: 90/10 is used in two-way and developmental bilingual programs, where the children's native language is used most or all of the day in the primary grades.

1. 80–90% of instruction is mainly in one-way immersion programs that implement a full-immersion program, using students' native language for 100% of the core-subject instruction in the early years and in the middle school; the native language of students and English are used equally.

2. 50/50: Students' native language and English are proportionately used throughout the program.

Most elementary school DL programs, without regard for the student population, use the native language at least 50% of instructional time (Dual Language Education, 2018).

Purpose of the Study

The purpose of this study was to investigate the relationship between teachers' sense of self-efficacy in instructional practices for ELs and students' academic performance. This study focused specifically on EL students' performance in reading proficiency-level scores on one large-scale English-language proficiency test in one school located in a large metropolitan public school district in Illinois.

Definition of Terms

The following terms are operationally and functionally defined.

Academic achievement. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments (Steinmyr, Meißner, Weidinger, & Wirthwein, 2015).

Assessing Comprehension and Communication in English State-to State (ACCESS) for ELLs 2.0. ACCESS for ELLs 2.0 is a secure, large-scale test for ELs to measure their progress toward acquiring academic English-language proficiency (WIDA, 2015a).

Can do descriptors. The WIDA Can Do Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English-language learners (ELLs). They can also be used to plan lessons or observe students' progress. Educators can also distribute the Can Do Descriptors with ACCESS for ELLs 2.0 or WIDA model score reports to help give teachers a basic overview of the listening-, speaking-, reading-, and writing-proficiency-level results indicate about students' abilities (WIDA, 2015b, 2017).

Common Core State Standards (CCSS). CCSS is a series of high-quality academic standards in mathematics and English-language arts/literacy (ELA). The learning goals delineate what a student should know and be able to do at the end of each grade. Educators created the standards with the intention that all students will graduate from high school with the skills and knowledge necessary to succeed in college, career, and life (CCSS, 2015; Valdés, Menken, & Castro, 2015).

English Language Development Standards (ELD). ELD is an instructional framework for bilingual programs and classroom level. One of its uses is to promote the academic and communicative language proficiencies in the English language (WIDA, 2012, 2017).

English learners (ELs). Formerly known as ELLs, ELs are students who are not able to communicate fluently or learn effectively in English, who frequently come from non-English-speaking homes and backgrounds, and who usually require specialized or modified instruction in the English language and in their academic courses (*The Glossary of Education Reform,* 2014).

Illinois State Board of Education (ISBE). "ISBE provides leadership and resources to achieve excellence across all Illinois districts through engaging stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students" (ISBE, 2018, para 1)

Language acquisition. Researchers divide language acquisition into two categories: first-language acquisition and second-language acquisition (Hill & Björk, 2008).

Language proficiency. Language proficiency refers to ELs' ability to listen, speak, read and write English with accuracy and fluency (American Council on the Teaching of Foreign Language, 2012).

Large-scale assessments. Large-scale assessments are traditionally defined as the measuring of student progress at the local, state, or national level. (Also see Standardized Test in this section.)

Levels of English-language proficiency. According to WIDA standards, five levels of language proficiency are entering, beginning, developing, expanding, bridging, and reaching (WIDA, 2015c, 2017).

No Child Left Behind Act of 2000–2010. On January 8, 2002, President Bush signed NCLB into law with bipartisan support. The NCLB Act called for accountability and increased federal support for education. Through NCLB, the government mandated school districts to be accountable for all students' knowledge in core subject areas, including the English Learners and the Special Ed. Students, as well as minority and poor studednts (Klein, 2015).

Partnership for Assessment of Readiness for College and Careers (PARCC): A group of states work together to develop a set of assessments that measure whether students are on track to be successful in college and careers (Pearson Education, 2018).

Spanish Language Development Standards (SLD). SLD is an instructional framework at the bilingual program and classroom level. One of its uses is to promote academic and communicative language proficiencies in the native language (WIDA, 2014b).

Standardized test. A standardized test is any form of test that requires all test takers to answer the same questions or a selection of questions from a common bank of questions in the same way, scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. The term aligns with large-scale tests administered to large populations of students, such as a multiple-choice test given to all the eighth-grade public school students in a particular state (*The Glossary of Educational Reform,* 2014).

Student achievement. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are used to guide instruction. Student achievement increases when educators provide quality instruction to teach instructional standards (Carter, 2015).

Teacher efficacy. Teacher efficacy refers to "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 233).

World-Class Instructional Design and Assessment (WIDA). WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. WIDA is the most trusted resource in the education of Pre-Kindergarten through Grade 12 EL students (WIDA, 2014a).

Chapter 2 reviews recent literature on teachers' sense of self-efficacy when instructing EL students' in English.

CHAPTER II

LITERATURE REVIEW

Chapter 2 includes the growth of the Hispanic population nationwide and the number of Spanish-speaking ELs enrolled in U.S. schools, considering state and district schools where the study was conducted. Demographic changes are important to consider because they impact schools and teachers. An increase in the number of EL students persists nationwide. This chapter references teachers' sense of self-efficacy regarding EL students, instructional practices, assessment and accountability, classroom management, instructional strategies, and student engagement, and the reading proficiency-level scores from the ACCESS for ELLs 2.0 test. A summary concludes this chapter.

The 2010 U.S. Census revealed that the Hispanic population increased by 15.2 million between 2000 and 2010. This growth accounts for over half of the increase of 27.3 million in the total population of the United States. In the 10-year period between 2000 and 2010, the total U.S. population grew by 10% whereas the Hispanic population grew by 43% (U.S. Census Bureau, 2010). The most recent estimate from the U.S. Census Bureau of 2014 is that the Hispanic population in the United States was more than 55 million, making people of Hispanic origin the nation's largest ethnic or racial minority. This increase was most significant in large urban areas in Arizona, California, Illinois, New York, and Texas. In Chicago, Hispanics comprise 28.9% of the population and are 15.9% of Illinois' population (U.S. Census Bureau, 2010). The total estimate of the Hispanic population in Illinois is more than 2 million (U.S. Census Bureau, 2014).

The data from school year (SY) 2015–2016 shows that 4,850,000 of the EL population in Grades K–12 across the United States were enrolled in U.S. public schools. This number represents approximately 10% of the student population enrolled in U.S. schools (Office of

English Language Acquisition, 2018). The number of ELs in the country grew from 4.3 million in SY 2002–2003 to almost 4.9 million in SY 2015–2016 (Office of English Language Acquisition, 2018). Tables 1 and 2 depict the total number of ELs in Chicago, those who are not ELs in Chicago, and the total number of ELs enrolled statewide in Illinois (ISBE, 2017).

Table 1

English Learner Enrollment 2015–2016

Chicago *SD* 299 number enrolled	Non-Chicago number enrolled	Statewide total number enrolled
62,583	139,391	201,974

Note. Data Systems: Student Information System (SIS), by Illinois State Board of Education, 2017, retrieved May 9, 2018, from https://www.isbe.net/Pages/Student-Information-System.aspx

Table 2

English Learner Enrollment 2016–2017

Chicago *SD* 299 number enrolled	Non-Chicago number enrolled	Statewide total number enrolled
62,300	143,285	205,585

Note. Data Systems: Student Information System (SIS), by Illinois State Board of Education, 2017, retrieved May 9, 2018, from https://www.isbe.net/Pages/Student-Information-System.aspx

As the United States' non-native English-speaking population is increasing, and its global outlook focuses on interdependency and interaction between itself and other countries, an impetus grows to improve the integration of nonnative speakers into the U.S. mainstream. State boards of education and large urban school districts are focusing on adoption of strategies that will support nonnative English speakers while promoting bilingualism as an avenue for self-actualization and economic viability for native and nonnative English speakers alike (García, 2009).

Teacher's Sense of Self-Efficacy and English-Learner Students

Teachers' sense of self-efficacy begins by effective teaching strategies that encompass a set of behaviors they know and implement in their daily lessons. The engagement of these

strategies involves a "deep understanding of subject matter, learning theory, knowing student differences, planning, classroom instructional strategies, knowing individual students, assessment of student understanding and proficiency with learning outcomes" (Barry, 2010, p. 3). One can obtain insightful perception on the education of EL students through the lens of teacher's sense of self-efficacy. Teachers' self-efficacy closely relates to some teacher characteristics such as persistence, enthusiasm, commitment, and instructional practices, as well as some student factors such as achievement, motivation, and belief (Tschannen-Moran & Woolfolk Hoy, 2001).

When teachers recognize their sense of self-efficacy, it impacts the way they deliver instruction and the way students learn. An important factor affecting teachers' sense of self-efficacy is their perception of bilingualism (Brown & Souto-Manning, 2008). Specifically, their adverse perceptions of EL students can cause them to be less successful as teachers with greater confidence in their abilities to teach this student population. To help students be successful in their education, teachers need to abandon the widely held but false belief or myth surrounding EL students and understand the facts to better approach their instruction (Espinosa, 2013a, 2013b).

Researchers and teaching practices in the classroom contradicted and debunked the following myths. The first myth is that "learning two languages during the early childhood years will overwhelm, confuse, and/or delay a child's acquisition of English" (Espinosa, 2008, p. 4). Almost all young children, from any country, can successfully learn multiple languages from their earliest years. Research from multiple sources on the impact of learning two or more languages during the early years has highlighted the human brain's extensive capacity to learn multiple languages, as well as an infant's ability to separate out each language (Kuhl, 2004).

New research indicates that 3-year-old children who learn English at school, after learning their native language at home, can add a second language that will provide them with long-term cognitive, cultural, and economic advantages in their economic, social, and educational future. Researchers clearly indicated that children should be given the opportunity to be proficient in native and English languages because the advantages are significant and lasting. According to a study conducted by the Center on the Developing Child from Harvard University, the brain has the ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. (Center on the Developing Child, 2017, p. 1)

Scientists reference these abilities as "executive function and self-regulation that—a set of skills that depends on three types of brain function: 'working memory, mental flexibility, and inhibitory-control' (Center on the Developing Child, 2017, p. 1).

The second myth is that "total English immersion from Pre-kindergarten through 3rd grade is the best way for a young English Learner to acquire English" (Espinosa, 2008, p. 5). Research on the effects of early English-immersion programs for EL students challenges this belief. Evidence indicated that children in these preschool immersion programs tend to lose their communication skills in their first language and start to prefer English as a mode of communication. This situation frequently yields communication problems with their extended families, and lower academic achievement in English (Hakuta, Butler, & Witt, 2000).

The third myth is "Because schools don't have the capacity to provide instruction in all of the languages represented by the children, they should provide English-only instruction" (Espinosa, 2008, p. 6). Teachers and programs can be modified with effective strategies to support home-language development in young children even when the teachers are monolingual

English speakers (Espinosa, 2008, 2013a, 2013b). The fourth myth is that "Spanish-speaking Latinos show social as well as academic delays when entering Kindergarten" (Espinosa, 2008, p. 8). Children from Mexican immigrant families showed lower levels of an ability to internalize and externalize symptoms than comparable Caucasian and African American peers. Multiple teachers rated children of Mexican immigrant families at Kindergarten entry as more socially and emotionally competent than peers from similar backgrounds (Espinosa, 2007). These are only a few of the myths that hinder teachers in helping EL students be more successful in language attainment, as well as in content areas.

To understand teachers' perceptions of EL students, researchers must examine their levels of efficacy with this population of students. For example, Tong and Pérez (2009) conducted a study in southeast Texas in urban schools with significant EL populations and found one factor in teachers' attitudes and efficacy was that teachers felt inadequately prepared to educate or assess the needs of this group of students. Among participating teachers, years of experience of teaching had a positive impact on their abilities to instruct the EL students who brought a new language and culture to the classroom that many times was unappreciated by novice teachers.

A more recent study examined how perceptions of ELs influenced the pedagogical practices of early childhood teachers (Rizzuto, 2017). This study was conducted in an urban school with Pre-K to third-grade teachers and a culturally and linguistically diverse student population. Through interviews and surveys, some teachers demonstrated knowledge about students' funds of knowledge and cultural background to guide their teaching practices; however, most teachers felt "ill-equipped or unwilling to differentiate their instruction for ELL students" (Rizzuto, 2017, p. 1). In the Tong and Pérez (2009) and Rizzuto (2017) studies, conducted years apart, a commonality was that teachers of EL students need more professional

development on how to understand the theories of second-language acquisition and cultural awareness. One way to value EL students' native language and the richness of their cultures is by incorporating culturally responsive teaching into daily lessons (McClure, 2009; Aceves & Orosco, 2014).

Chang (2008) stated, "Recent language minorities, most of whom are EL students, need intensive and specialized teacher support to perform at the same level as their English-speaking counterparts" (p. 84). One way to ease EL students' anxiety and support their learning is by celebrating students' diverse cultural backgrounds in the classroom (Pérez & Holmes, 2010) through culturally responsive teaching (Gay & Airasian, 2000; Gay, 2010, 2013). According to Gay (2010), it is important to consider the cultural knowledge, personal experiences, and linguistic background of EL students as a form of capital to build knowledge and engage students in learning, rather than to view their native language as a barrier to academic achievement. Educators can celebrate students' cultures in various ways, such as reading literature from their culture or allowing them to share their culture with their classmates (Miller & Endo, 2004; Pérez & Holmes, 2010). Teachers need to be aware that EL students do not come with a blank slate in their education; rather, most come with a marked foundation in cultural and educational knowledge from their countries (Pérez & Holmes, 2010).

Teachers need to evaluate their classroom environment to determine if their practices are conducive to the different cultures and educational backgrounds of students by respecting and celebrating their ethnic values. By knowing EL students' cultural backgrounds, teachers can improve students' motivation, increase class attendance, and improve self-esteem (Pérez & Holmes, 2010). Teachers who implement culturally responsive teaching in their classrooms use interactive, collaborative teaching methods, strategies, and different ways to encourage students from different backgrounds to support each others' cultural, linguistic, and racial experiences

(Harlin & Souto-Manning, 2009; Santamaría, 2009; Nieto, 2010; Hersi & Watkinson, 2012; Aceves & Orosco, 2014). Additionally, teachers who relay to students that they are knowledgeable about their cultural backgrounds contribute to a warm and engaging classroom environment and demonstrate teachers' sense of self-efficacy (Pérez & Holmes, 2010).

In the next section, I review studies related to assessment and teachers' sense of self-efficacy. In presenting research on assessment, I included assessment in the next section, an important part of teachers' sense of self-efficacy.

Teacher's Sense of Self-Efficacy, Assessment, and Accountability

To address some concerns regarding the inclusion of ELs in standardized tests, some accommodations have been allowed when administering these tests. The most frequent accommodations used for ELs are timing/scheduling and setting, for example, proctoring the examination with a smaller group of students in familiar surroundings. The new standardized tests developed to assess CCSS is the PARCC, administered to all students in Illinois. ELs and students with disabilities take the test with accommodations from third grade to eighth grade, once a year. Specifically, test administrators can provide extended time to these students, if needed, to finish the test; can clarify directions in students' native language; can read directions aloud and repeat as needed in students' native language; can scribe or use speech-to-text; and can translate responses dictated for mathematics assessment in English from word-to-word dictionaries. The goal of test designers is to provide all ELs with opportunities to demonstrate content knowledge and skills as ELs, former ELs, and monolingual students (Maxwell & Samuels, 2013).

EL students perform quite low on standardized tests in English when compared to scores of non-EL students (Abedi, 2010) because these assessments may not be sensitive enough to their needs. Variables unrelated to the focal measurement construct (e.g., unnecessary linguistic

complexity and cultural biases in construction of items) can affect the quality of standardized tests for this student population (Solano-Flores, 2008; Abedi, 2010). Therefore, the results of these assessments may not be reliable and valid and may not yield sufficient evidence to make important decisions regarding a student's academic progress (Menken, 2008; Abedi, 2010).

A report from the National Assessment of Educational Progress (The Nation's Report Card, 2015) assessment data shows that the average scores for ELs on the 2013 reading NAEP assessments in Grades 4 and 8 were significantly lower than average scores for non-ELs (see Figure 1). The achievement gap in the reading scores between ELs and non-ELs gets wider by grade, from 39 points in Grade 4, to 45 points in Grade 8 (see Figure 1). All differences between ELs and non-ELs are statistically significant at the .05 level (The Nation's Report Card, 2015).

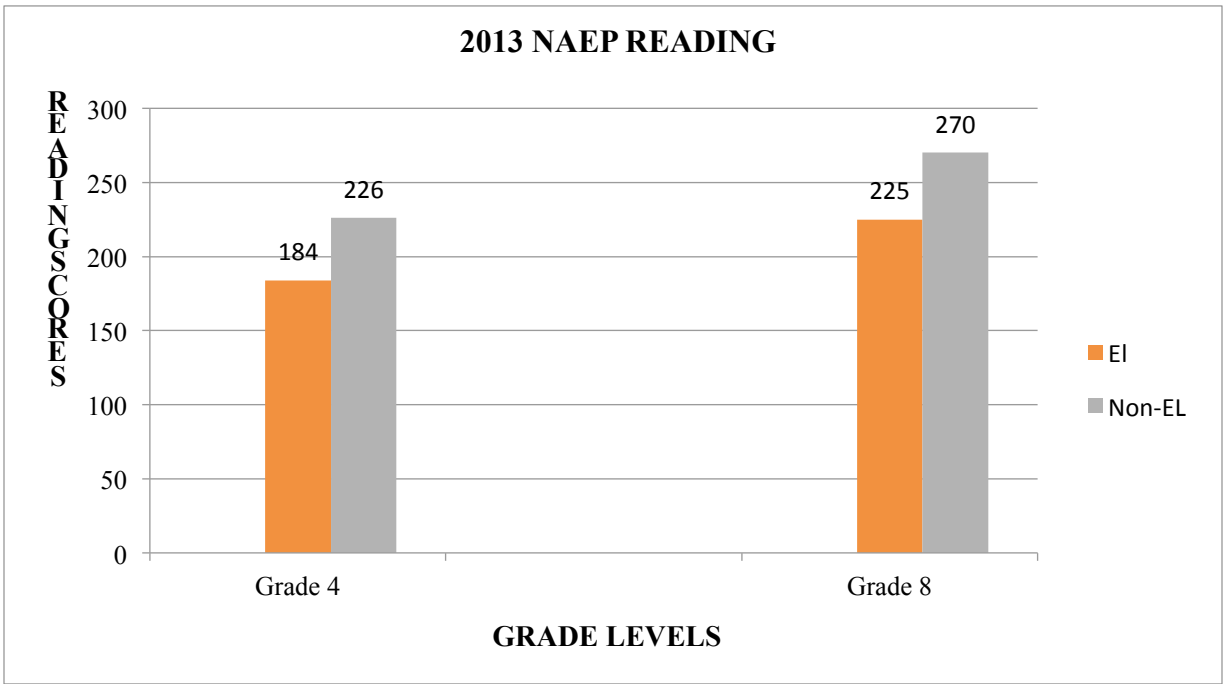

Figure 1. 2013 NAEP reading scores for Grades 4 and 8: ELs vs. Non-ELs.
Source: *National Assessment of Educational Progress: Mathematics and Reading Assessments,* by The Nation's Report Card, 2015, retrieved December 27, 2015, from https://www .nationsreportcard.gov/reading_math_2015/#?grade=4

Tables 3 and 4 show the 2017 average scores and achievement-level results in NAEP reading for fourth- and eighth-grade public school students, by status as English-language

learners and non-ELs. In Illinois, fourth-grade ELs scored lower than their non-EL counterparts in all reading categories. In eighth grade, the gap is more apparent in reading scores when comparing EL students with non-EL students. Differences between ELs and non-ELs are statistically significant at the .05 level (The Nation's Report Card, 2017).

Table 3.

2017 National Assessment of Educational Progress Reading Scores for Grade 4: English Learners Versus Non-English Learners

	English-language learner				Not English-language learner				
		Percentage of students				Percentage of students			
State/ jurisdiction	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	*At Advanced*
Illinois	186	73	27	6	225	30	70	39	1011

Source: The Nation's Report Card, (2017). *National Assessment of Educational Progress: Mathematics and reading assessments.* Retrieved January 20, 2018, from https://

Table 4

2017 National Assessment of Educational Progress Reading Scores for Grade 8: English Learners Versus Non-English Learners

	English-language learner				Non- English-language learner				
		Percentage of students				Percentage of students			
State/ jurisdiction	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	*At Advanced*
Illinois	223	75	25	2	269	20	80	38	4

Source: *How Did U.S. Students Perform on the Most Recent Assessments?,* by The Nation's Report Card, 2017, retrieved January 20, 2018, from https://www.nationsreportcard.gov

According to the Illinois State Board of Education, the new PARCC assessment has ELA exemptions for EL newcomer students: ELs who have being in the United States for less than one year may be excused from the ELA assessment; additionally, their mathematics scores will not be used for accountability (Pedersen, 20 I4; SBE, 2018). However, teachers of EL students

are accountable for their achievement and progress on standardized tests; historically, EL students do not do well on these types of tests due to many factors such as cultural bias (Whiting & Ford, 2009; Zimmerman, 2010) and test design, as test are geared toward native English speakers (Menken, 2000).

Table 5 depicts the PARCC-assessment percentage of students at each performance level in 2017. Again, researchers showed EL students perform poorly in reading in Grades 4 and 8 on this new standardized test, despite accommodations provided to ELs by PARCC (ISBE, 2018).

Table 5

Illinois Grade 4, Grade 8 Partnership for Assessment of Readiness for College and Careers Performance by All, White, English Learner Composite

Subgroup name	% Proficiency	% Exceeded	% Met	% Approached	% Partially Met	% Did not meet
4th Grade						
All	32.27	4.86	27.41	29.47	24.04	14.21
White	41.98	6.58	35.4	30.82	18.94	8.26
English learner	6.52	0.3	6.22	21.74	38.2	33.54
8th Grade						
All	32.97	5.55	27.42	26.44	22	18.59
White	40.83	7.06	33.77	27.76	18.7	12.71
English learner	5.15	0.29	4.86	13.89	30.68	50.27

Source: Illinois State Board of Education. (2017). *Data Systems: Student Information System (SIS),* by Illinois State Board of Education, 2017, retrieved May 9, 2018, from https://www.isbe.net/Pages/Student-Information-System .aspx

Teachers of EL students are not only accountable for the growth of EL students in standardized tests, but are also accountable for the growth of students in English-language proficiency on a large-scale English language proficiency test.

A fairer way to test EL students is through performance assessments that can also be part of the instruction because they allow students to engage in valuable learning activities in the classroom. During the administration of performance assessment, educators encourage students

to search for additional information or try a variety of approaches; they even allow students to work in teams, in some situations (Abedi, 2010). Performance assessments do not have variables affecting large-scale state and national assessments; the lack of these variables allow for less impact on the outcome of performance assessments (Aguirre-Muñoz et al., 2006; Abedi, 2010; Darling-Hammond & Amdanson, 2014; Broderick, 2016).

The outcomes on performance assessments are not susceptible to outside academic factors such as students' ethnicity and financial situations (Wang, Niemi, & Wang, 2007). "Performance assessments can be presented in many forms, yet are comprehensive in nature and allow students to present a more thorough indication of their understanding of certain content areas" (Abedi, 2010, p. 4). An example of a performance assessment is when teachers request students to participate in research activities on the topic of their choice and present the project orally to the class. In such a format, EL students could perform at their different levels of language proficiency (Abedi, 2010; Broderick, 2016). Performance assessments allow teachers to evaluate students and ELs through oral reports, presentations, demonstrations, written assignments, and portfolios. Performance assessments yield a variety of responses; consequently, when implementing performance assessments, a scoring rubric should be established to have specific criteria to evaluate responses (Colley, 2008).

In addition to taking standardized tests, EL students are administered a large-scale English language-proficiency test, ACCESS for ELLs 2.0. Every 2 years, ISBE collects the test-proficiency-level score data. Following are results from SY 2013 (ISBE, 2015).

In a statistical report by the ISBE of EL students in Illinois in Grades Kindergarten through 12 for SY 2013. EL students transitioned out of the TBE program after obtaining the minimum English Language Proficiency (ELP) scores on ACCESS for ELLs. of EL students, 22% obtained the ELP on ACCESS for ELs in 2013. Thus, 78% of ELs did not achieve the

minimum ELP required to transition out of the program in 2013 (ISBE, 2015). The percentage of students attaining ELP (transition rate) was higher for EL students who have been in late-exit language-instructional programs for more than 3 years (57.3%) than for those who had been in transitional programs for less than 1 year (10.14%) or 2–3 years (30.72%). Among 2,935 ELs whose parent refused language-instructional-program services, only 24% (718 ELs) obtained the ELP on ACCESS in 2013 (ISBE, 2015). Teachers are also accountable for EL progress on the ACCESS for ELLs 2.0.

The Relationship Between Teaching and Assessment

A relationship exists between teaching and assessment (Colley, 2008). Teachers are effective when they link instruction to an authentic assessment. However, assessment does not have any value if it is not based on instruction. Authentic assessments allow teachers to know how much students have learned by analyzing test-results data, allowing them to adjust instruction according to students' growth and challenges.

Another way to evaluate EL students is through the use of classroom-based assessments linked to cultural and linguistic diversity of EL students, the development of transculturation and sociocultural components, and "academic excellence" (González, 2012, p. 294; also Broderick, 2016). Teachers can administer classroom-based assessments as tools to evaluate language and literacy connected to cognitive skills. However, to use this type of assessment, teachers need training on how to individualize the assessment to each student's needs and how to connect it to students' socioeconomic status, cultural, and linguistic background (González, 2012).

The assessment-accountability paradigm, based in part on standardized assessments, has made teachers more accountable for the success of EL students in area content and language proficiency, reflected in the battery of assessments EL students must endure. However, teachers' sense of self-efficacy is more vulnerable when it comes to classroom management, teaching

strategies, and student engagement. Classroom management directly ties to student discipline as well as academic success. Teachers' attitudes and self-efficacy impact student discipline and student academic success (Tong & Pérez, 2009). Classroom management is an important pedagogical factor affecting teachers' self-efficacy (Kapusuzoglu, 2006; Scherer, 2006). The following sections focus on classroom management, instructional strategies, and student engagement, which are at the core areas of teaching practices that ultimately guide students to achieve academic success.

Teachers' Sense of Self-Efficacy and Classroom Management

Classroom management is teachers' use of several skills and techniques to run classes smoothly, without disruptive behavior from students. Simply said, classroom management is learning with structures in place such as clear rules to promote a good learning environment and setting consequences to control or eliminate bad behaviors that disrupt learning (Mulvahill, 2018). However; classroom management can seem different in every classroom because it depends on the number of students in the classroom, the subject matter, the age group, and most importantly, the teacher's personality and core values. What works for a "type-A, highly organized, routine-loving teacher may not work for a more laid back, roll-with-the-punches kind of teacher" (Mulvahill, 2018, p. 1).

Researchers have found that students were not performing well enough to maintain proficiency on standardized tests due to ineffective classroom-management practices (Kapusuzoglu, 2006; Smeaton & Waters, 2013). ineffective classroom management has an effect on student motivation that creates low morale in a teacher (Palumbo & Sanacore, 2007) and when teacher morale is low, their self-efficacy could be low (Donald, 2009). To stop this ripple effect, lessons need to be relevant, age appropriate, and engaging to boost students' motivation to learn (Townsend, 2009).

Ineffective classroom-management practices negatively impact teachers and students (Evans, 2011; Rieg et al., 2007). Classroom-management practices that are ineffective cause teachers to become exhausted and annoyed; meanwhile, students achieve very little and perform less than average on standardized tests (Burke, 2008; Dee & Jacob, 2011). If not effectively implemented, classroom management can cause stress and anxiety to novice as well as experienced teachers (Rieg et al., 2007; Smeaton & Waters, 2013; Dickie et al., 2014).

Studies described below relate to classroom management as a medium to improve student achievement and teachers' sense of self-efficacy. Smeaton and Waters (2013) reported that new teachers expressed concerns that during their undergraduate studies, they had no or little training in classroom management; others said they had no hands-on training in classroom management during the phase of student-teaching as a way to support student achievement (Atici, 2007; Dickie et al., 2014).

Once teachers obtain a high level of proficiency in classroom management, they are ready to select the best instructional strategies for students. In the following section, I focus on instructional strategies and how they support language proficiency in reading in EL students. All the strategies featured in the study can be modified and applied to teach reading or writing with EL students, diverse students, and monolingual students.

Teacher's Sense of Self-Efficacy and Instructional Strategies

Teacher's sense of self-efficacy has dramatic implications when selecting pedagogical practices and when responding to students' different learning styles (Brown & Souto-Manning, 2008). Teachers' self-efficacy connects with improving teacher effectiveness; teachers who have higher levels of efficacy are more effective when teaching the EL population than those who have a low sense of self-efficacy (Brown & Souto-Manning, 2008).

Another important component in teachers' sense of self-efficacy that should be considered in EL education is the academic component (Pérez & Holmes, 2010). Students from different cultures may be used to different instructional practices (Cobb, 2004). To select appropriate instructional methods, Cobb (2004) proposed EL students be divided into three groups: (a) newly arrived with adequate schooling, (b) newly arrived with limited formal schooling, and (c) long-term English learners. Newly arrived EL students are those who have been in U.S. schools for less than 5 years but have had continuous schooling in their native country (Cobb, 2004). Students in this category moved from a native country with a school system similar to schools in the United States. Historically, these students progress at a faster pace than the other two groups, but may still have difficulty understanding texts written in English because of their language-proficiency levels (Cobb, 2004).

The second group comprises EL students who have been in the United States for less than 5 years with limited formal schooling in their countries of origin. Because of this lack of school experience, these EL students may struggle, due to a lack of academic knowledge. These students generally have limited literacy and mathematics knowledge (Cobb, 2004). This group takes more time developing proficiency in English.

The third group is long-term English learners. This category of EL students has been attending schools in the United States for 7 or more years and may have attended one or several different schools. These EL students may have experienced varying curriculum and instructional practices because of their different school experiences. This group may have more English proficiency for conversational-language acquisition but may struggle with the necessary knowledge for academic success (Cobb, 2004; Menken & Kleyn, 2009).

No one instructional strategy will be implemented successfully to engage students in learning; however, what is successful is the implementation of different strategies according to

students' learning styles and embedded in daily lesson activities (Marzano & Toth, 2014). Instructional strategies are techniques teachers implement to develop independent and strategic learners. When students become independent, they can select the appropriate strategies by themselves and apply them effectively to accomplish tasks or meet academic goals (Ylvisaker, Hibbard, & Feeney, 2006). Instructional strategies are another aspect of teachers' self-efficacy as they relate to student academic achievement and high test scores. Implementing high-cognitive instructional strategies is a way to control student behavior and improve students' academic achievement (Marzano & Toth, 2014). These strategies are shown in detail in Appendix A.

Some instructional strategies provide self-esteem to students, such as teacher praise (Tyler & Boelter, 2008). Once a student feels acknowledged, their behavior is controlled and their academic performance increases. Other instructional strategies, such as peer tutoring and direct instruction, were proven successful. Student learning styles should determine the appropriate instructional strategy to maximize academic engagement and performance (Freiberg, Huzinec, & Templeton, 2009). Some effective instructional strategies found in the literature that provide student engagement and maximize student performance are cooperative learning and differentiated instruction (Biancarosa, Bryk, & Dexter, 2010).

House (2006) stated that Cooperative learning is an essential component of instructional strategies that have proven to positively relate to student achievement in language arts, mathematics, and science (House, 2006). In a quantitative research conducted by House, students in cooperative learning groups monitored their progress, asked questions of their peers, answered questions from their peers, and benefited from communications involved in learning. The implementation of cooperative learning produced an increase in student engagement in learning and a decrease in disciplinary problems (House, 2006; Hsiung, 2012).

Cooperative learning is quite useful for EL students because it entails learning through activities that promote interaction among students, which helps students develop language and learn concepts and content. It is important to spread ELs into different groups so they can benefit from English-language role models and acquire confidence by working in small groups. In addition to learning new vocabulary from their peers, EL students will benefit from observing how other students learn and solve problems. Every week students may rotate into different groups to develop the skills they most need to practice (Calderón, 1998). Teachers might want to debrief students after activities are completed by asking questions such as, What did you learn from this activity? How did you feel working with your teammates? If we do this again, how will you improve working together? (Colorín Colorado, 2009, para 3). Some strategies to use in conjunction with cooperative learning to improve language arts and other subject areas are round robin, write around, numbered heads together, team jigsaw, and tea party (Brame & Biel, 2015).

In a behavior study, Freiberg et al. (2009) reported that students behaved according to their different learning styles. Students with more learning difficulties tended to prefer a particular instructional strategy, in contrast to students with milder learning styles who can easily adapt to other instructional strategies. Most teachers in urban school districts used instructional strategies, behavioral interventions, and methodologies in a creative way to provide a rich learning environment for students. When teachers differentiated their instruction, every child could learn according to their learning style (Freiberg et al., 2009).

Differentiated instruction has proven a very useful strategy for teachers of EL students because they can differentiate instruction according to the EL student's English language-proficiency level, which, according to WIDA are entering (Level 1), beginning (Level 2), developing (Level 3), expanding (Level 4) and bridging (Level 5); and reaching (Level 6) (WIDA, 2015c). These levels are considered along with what students can accomplish

academically, according to their proficiency levels, by implementing the Can Do Descriptors (WIDA, 2015c).

Differentiated instruction is an instructional strategy that creates student engagement and in turn produces student achievement (Freiberg et al., 2009; Westwood, 2016). During a class observation where the teacher implemented differentiated instruction, researchers observed that positive behavior generated new friendships among students. Additionally, the teacher provided students with activities geared to their individual academic capabilities and different learning styles, creating a high sense of self-efficacy for the teacher (Freiberg et al., 2009). If the teacher had low self-efficacy, they could not identify the different learning styles and academic capabilities of their students, and students would fall behind, failing to achieve academically or socially. Students would become frustrated and unfocused, distracting the class (Biancarosa et al., 2010).

Scaffolding is another instructional strategy used by teachers when introducing a new concept. Scaffolding builds on Vygotsky's (1978) zone of proximal development (shown in Figure 2), suggesting that sometimes children need an adult's assistance to perform tasks they cannot accomplish by themselves (Higgins & Edwards, 2011). Instructional scaffolding helps develop reading comprehension by providing the support and confidence students need to read and comprehend effectively (Higgins & Edwards, 2011). Once students have understood a new concept, the teacher gradually diminishes assistance to help students become independent learners (Higgins & Edwards, 2011).

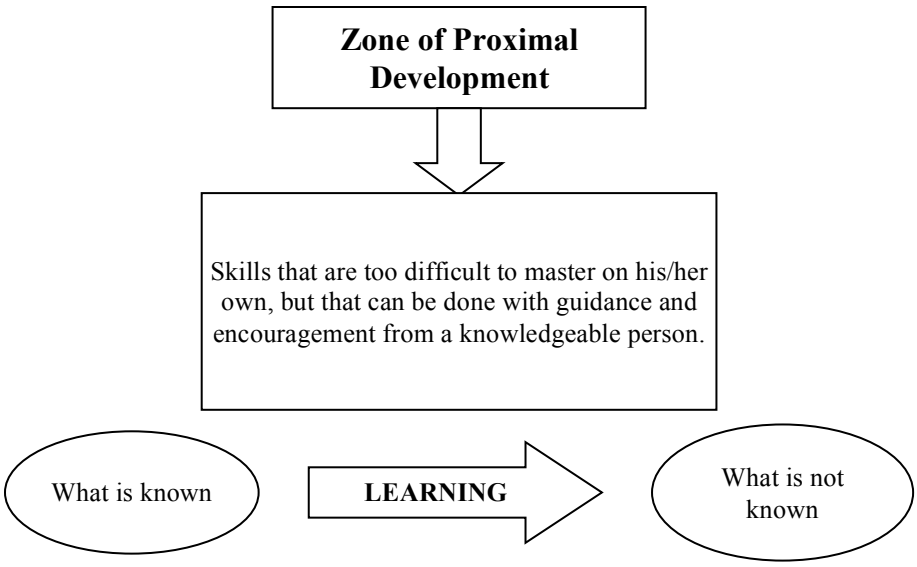

Figure 2. Zone of proximal development.
Source: Adapted from *Mind in Society: The Development of Higher Psychological Processes,* by L. S. Vygotsky, 1978, Cambridge, MA: Harvard University Press.

Teachers need to use their sense of self-efficacy to be able to select which strategies to use based on students' learning and, if students are ELs, teachers need to be aware of what they can do according to their English-proficiency levels. Effective instructional strategies discussed in this study may be helpful in making recommendations to improve teachers' sense of self-efficacy in using high-cognitive-instructional strategies (see Appendix A; Domingo, 2010). Another important aspect of teacher's sense of self-efficacy is student engagement, addressed in the following section.

Teacher's Sense of Self-Efficacy and Student Engagement

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion students show when learning or being taught, which extends to the level of motivation they have when learning and succeeding in their education (*The Glossary of Education Reform,* 2015). Two types of student engagement are observable engagement, which includes academic and behavioral, and internal engagement, which includes cognitive and effective (Appleton, Christenson, & Furlong, 2008, see Figure 3).

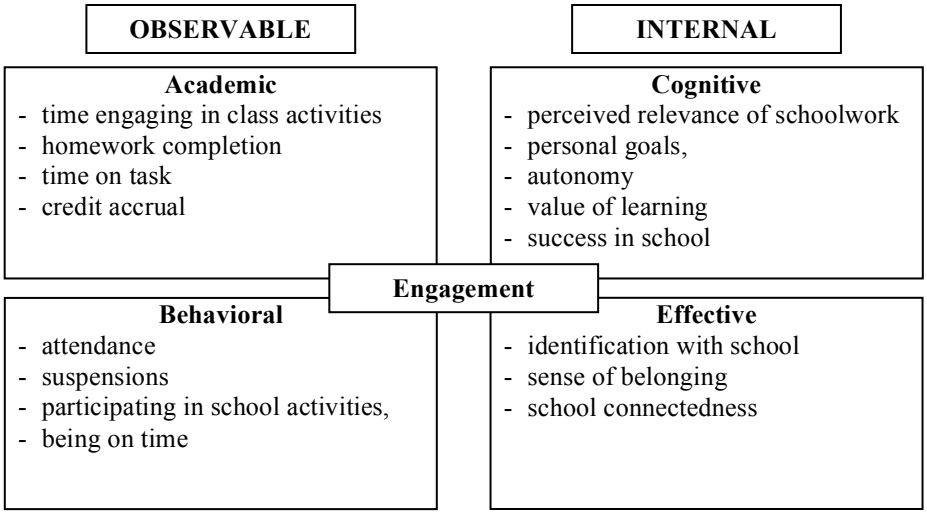

Figure 3. Types of student engagement: Observable & Internal**.**
Source: Adapted from "Student engagement with school: Critical conceptual and methodological issues of the construct," by J. J. Appleton, S. L. Christenson, & M. J. Furlong, 2008, *Psychology in the Schools, 45,* doi:10.1002/pits.20303

Subtypes of engagement interrelate. For example, a student's feelings of belonging (effective engagement) increases that student's effort and participation in school activities (behavioral engagement). Teachers' instructional practices that promote engaging in classwork through projects, technology, and social and emotional activities such as cooperative learning and differentiated instruction (cognitive engagement) facilitate more time on task or homework completion with higher degrees of success (student engagement; Appleton et al., 2008).

Furthermore, it is insufficient to entice students with engaging activities from time to time; consistency is more effective to sustain engagement. Engaging sustainable activities will increase confidence and competence, leading to a teacher's sense of self-efficacy. Greater teacher confidence motivates students to engage with and successfully complete more complex content area reading and writing tasks. This positive experience will improve student learning and achievement (Irvin, Meltzer, & Dukes, 2015). The research on classroom management, instructional strategies, and student engagement is relevant to teachers' sense of self-efficacy and relationships to students' reading academic performance.

Summary

Extant literature demonstrated the importance of teachers' self-efficacy when educating students, especially ELs (Tong & Pérez, 2009). The current literature and research also supported the need for improved EL student academic achievement in content areas (Domingo, 2010; Maguire, 2011). However, the omission in the literature was the correlation between teachers' sense of self-efficacy in classroom management, instructional practices, and student engagement specifically in a bilingual and bicultural school community of a large public school district in Illinois.

This study addressed what is known about teachers' sense of self-efficacy in classroom management (Dickie et al., 2014), instructional strategies, and student engagement, linked to student achievement (Donald, 2009). Self-efficacy in teaching directly relates to instructional practices by "teachers' demonstrating confidence in their ability to promote students' learning" (Hoy, 2000, p. 42). However, unknown is how teachers' self-efficacy in classroom management, instructional strategies, and student engagement correlates with EL students' English-language proficiency, specifically in reading on a large-scale English-language proficiency test in a large district in Illinois.

Teachers with higher levels of efficacy are more likely to learn and use innovative strategies for teaching, implement management techniques that provide for student autonomy, set attainable goals, persist in the face of student failure, willingly offer special assistance to low-achieving students, and design instruction that develops students' positive self-perceptions of their academic skills. Moreover, teachers who feel efficacious about their instruction, management, and relationships with students may have more cognitive and emotional resources available to press students toward completing more complex tasks and developing deeper understandings (Woolfolk Hoy & Davis, 2005). Teachers with a high sense of efficacy may be

less afraid of student conflict and more likely to take greater intellectual and interpersonal risks in the classroom (Silverman & Davis, 2009; Lacher & Zich, 2014).

This study adds to the current literature by focusing on a bilingual/bicultural student population and bilingual/bicultural and monolingual teachers in a bilingual/ bicultural school in a large district in Illinois. The study also focused on students' English proficiency levels in reading performance in Grades 1 through 8 on a large-scale English-language proficiency test. This study addressed EL students' reading performance at one elementary school by measuring teachers' self-efficacy through a survey (Teacher's Sense of Efficacy Survey [TSES]; see Appendix B), and an open-ended questionnaire (see Appendix C).

Overall teachers' sense of self-efficacy, when teaching EL students, can have a major impact on students' academic success. Teachers need to prepare for the challenges and the richness of culture and language that EL students bring to classrooms. Chapter III describes the methods, procedures, and instrumentation of the study conducted in one school in a large district in Illinois.

CHAPTER III

CONCEPTUAL FRAMEWORK AND METHODOLOGY

This study investigated the relationship between teachers' sense of self-efficacy in instructional practices and whether this sense impacted students' reading performance. This study focused specifically on the relationship of EL students' reading proficiency-level scores on one large-scale English-language proficiency test with teachers' sense of self-eading efficacy. This chapter outlines the research design including the research setting, the study population, and the instrumentation used. Finally, I explain how I collected and analyzed the data.

Research Question and Hypotheses

RQ 1: Does teacher sense of self-efficacy in classroom management, instructional strategies, and student engagement impact EL students' reading performance on a large-scale language-proficiency test?

Hypothesis 1 (H10): No significant impact will emerge between teacher sense of self-efficacy in classroom management and EL students' reading performance on a large-scale language-proficiency test.

Hypothesis 1 (H1A): A significant impact will emerge between EL teachers' efficacy in classroom management and EL students' reading performance on a large-scale language-proficiency test.

Hypothesis 2 (H20): No significant impact will emerge between EL teachers' efficacy in instructional strategies and EL students' reading performance on a large-scale language-proficiency test.

Hypothesis 2 (H2A): A significant impact will emerge between EL teachers' efficacy in instructional strategies and EL students' reading performance on a large-scale language-proficiency test.

Hypothesis 3 (H30): No significant impact will emerge between EL teacher's efficacy in student engagement and EL students' reading performance on a large-scale language-proficiency test.

Hypothesis 3 (H3A): A significant impact will emerge between EL teachers' efficacy in student engagement and EL students' reading performance on a large-scale language-proficiency test.

Research Design

The research design applied in this study was a convergent parallel mixed-method approach that included qualitative and quantitative data collection. The convergent parallel design occurs when the researcher uses concurrent timing to collect and analyze the quantitative and qualitative strands of data during the same phase of the research process, prioritizing the methods equally, and keeping the strands independent during analysis, and then merging the results of the two data sets during the interpretation phase (Ivankova, Creswell, & Stick, 2006; Creswell & Plano Clark, 2011). This relationship is shown in Figure 4.

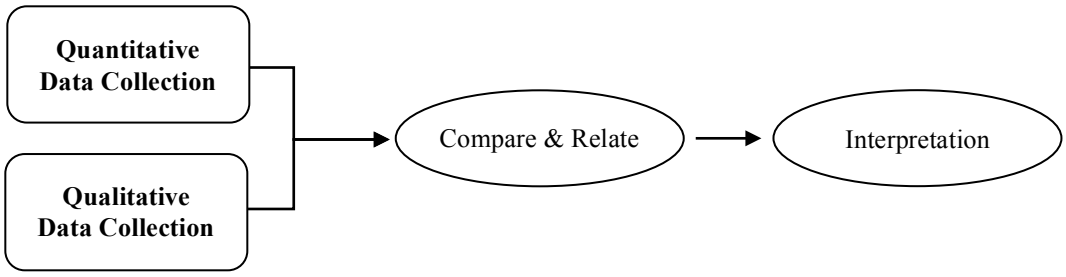

Figure 4. The convergent parallel design.
Source: Adapted from "Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice*,"* by N. V. Ivankova, J. W. Creswell, & S. L. Stick, 2006, *Field Methods, 18,* pp. 3–20, doi:10.1177/1525822X05282260

Instrumentation

I used the following instruments in this study: TSES, ACCESS for ELLs 2.0 test reading proficiency-level scores (quantitative), and an open-ended questionnaire (qualitative).

Quantitative Data Collection

Teachers' Sense of Efficacy Survey (TSES)

In the present study, the quantitative data accrued through the TSES survey, developed by Tschannen-Moran and Woolfolk Hoy (2001) (see Appendix D). The designers of the scale reported high levels of reliability and validity. The researchers created alpha coefficients for each factor to obtain reliability measures. The reported reliability for the 24-item form was .94 overall. The reliability of the different factors was .87 for student engagement, .91 for instructional strategies, and .90 for classroom management (Tschannen-Moran & Woolfolk Hoy, 2001; see Table 6).

The TSES contains 24 questions that show a teacher's efficacy in student-engagement, instructional-practices, and classroom-management subscale scores. I computed the unweighted means of the items that encumber each factor. The scale is grouped as follows: (a) Student Engagement: Items 1, 2, 4, 6, 9, 12, 14, 22; (b) Instructional Strategies: Items 7, 10, 11, 17, 18, 20, 23, 24; and (c) Classroom Management: Items 3, 5, 8, 13, 15, 16, 19, 21.

Table 6

Teachers' Sense of Efficacy Survey

	Nothing		Very Little	Some Influence		Quite a Bit		A Great Deal	
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
7. How well can you respond to difficult questions from your students	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Source: *Survey Instruments to Help You in Your Investigations of Schools,* by M. Tschannen-Moran, n.d., retrieved August 21, 2015, from http://wmpeople.wm.edu/site/page/mxtsch/researchtools

I instructed participants to keep their EL students in mind while answering the TSES survey. Teachers were bilingual with bilingual certification or ESL endorsement, and monolingual with or without ESL endorsement, all currently teaching EL students. After teachers completed the survey, a Likert-type scale of 1 (*Nothing*) to 9 (*A Great Deal*) was used to calculate the mean and the standard deviation by using the Pearson correlation coefficient (PCC).

I collected student reading proficiency-level scores from a large-scale language-proficiency test in English, analyzed using the PCC. I described this English-language-proficiency test, the ACCESS for ELLs 2.0, in detail in the next section.

ACCESS for ELLs 2.0 Language Assessment in English

ACCESS is a summative, criterion-referenced, large-scale test for EL students to measure their progress toward acquiring English-language proficiency in listening, speaking, reading, and writing. The new ACCESS for ELLs 2.0 is a computerized test for the academic year 2016–2017 (WIDA, 2017). I focused on only the reading portion of the ACCESS for ELLs 2.0 test.

The ACCESS for ELLs 2.0 test is a staged adaptive test. Students progress through the test based on their performance on previous folders and domains. To administer the test, test administrators do not need to determine tier placement. EL students' responses to test items are scored by professionals at Data Recognition Corporation (DRC; WIDA, 2017).

ACCESS for ELLs 2.0 is administered annually to students who have been classified as ELs from Kindergarten to 12th grade. Test items were created from model performance indicators of WIDA's five English-language proficiency standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. The test assesses the four language domains (listening, speaking, reading, and writing). ACCESS has five grade-level clusters: Kindergarten, Grades 1–2, Grades

3–5, Grades 6–8, Grades 9–12 (WIDA, 2017). However, the kindergarten test has a different format in that it is arranged by themes.

The Center for Applied Linguistics developed the generic validation framework that applies to the ACCESS for ELs' testing process. The WIDA Consortium uses the generic validation framework to present a complete validity claim, updated as needed for ACCESS for ELLs 2.0 (WIDA, 2013). On ACCESS for ELLs 2.0, student results are reported as scale scores and proficiency level scores aligned with each of the four language domains and by composite scores. The test from which comparative norms are derived have validity and reliability established and include specific directions to control and score (WIDA, 2013).

WIDA presents the reading test-score data set in an Excel spreadsheet with individual student data including the following items: grade level, years in the program, and reading scores on the ACCESS test; The principal stripped student names and identification numbers from the Excel spreadsheet before giving me the information. I obtained the data source from ACCESS for ELLs 2.0 reading proficiency-level score results for EL students in the TBE and DL programs in Grades 1 through 8 over one academic year, 2016–2017, in one elementary school located in a large school district in Illinois. I used the reading proficiency-level scores from the ACCESS for ELLs 2.0 administered in 2017 to collect quantitative data. The scores were disaggregated by grade level without identifying information for individual students. I collected qualitative data by gathering teachers' responses to three open-ended questions.

Qualitative Data Collection

Open-Ended Questionnaire

I developed and wrote the open-ended questionnaire for this study. The open-ended questionnaire relates to teachers' sense of self-efficacy regarding classroom management, instructional strategies, and student engagement. By completing this questionnaire, teachers had

an opportunity to express what they are actually doing in their classrooms for the EL population in their school. The questions asked follow.

1. What are some of the classroom management strategies that you have in place when students, including the ELs, are disruptive or when they are following the classroom rules? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)
2. What are some of the high level cognitive strategies that you are implementing in your daily lessons for the students, including the ELs? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)
3. How do you engage students in the classroom activities including the EL students who have an ACCESS score below proficiency level or who are New-Comers? (Are your practices the same for EL students and non-EL students?). Please describe how the practices are similar or different.

In this study, the open-ended questionnaire was especially à propos to understand various perspectives on teachers' sense of self-efficacy (as suggested by Shaughnessy, 2004). This open-ended questionnaire provided an opportunity for teachers to share their beliefs about their individual effectiveness and attitudes toward educating EL students. A brief description of the quantitative and qualitative data-collection and -analysis methods appear in Table 7.

Research Setting

In this study, only one school participated from first through eighth grades where the ACCESS test was administered in 2017. The school was located in a low-income immigrant neighborhood that houses predominantly Mexican, Puerto Rican, and other Hispanic ethnic groups. The school has the DL program implemented from P–K through second grade. The

school follows the Dual Language (DL) model from the CPS which is a One-Way-80/20, which means all students are ELs or heritage Spanish language speakers. EL students from third through eighth grade are enrolled in the TBE program. The school also has a Middle Year Baccalaureate Programme.

Table 7

Quantitative and Qualitative Data Collection and Analysis Method

	Sampling method/Number of participants	Data source	Time period	Data analysis method
Survey (Quantitative)	17 teachers	Survey Responses	January 2018	SPSS 24 Pearson Correlation Coefficient
Test scores (Quantitatve)		ACCESS Proficiency Level Scores 2017	March 2018	Pearson Correlation Coefficient Descriptive Statistics
Open-ended questionnaire (Qualitative)			January 2018	Excel Program and Formula to sort and code responses for common themes

I did not randomly select the school in this study (Lavrakas, 2008); instead, I notified the Chicago public school and the school principal by e-mail through a Principal's Consent Request Letter (see Appendix E) outlining my intention and the advantages of having the research study conducted at this school. At this point, the school principal could choose to participate or decline the offer. The principal chose to participate by signing the Principal's Consent Request Letter.

Only one school participated in this study. I selected this school because the school district in which it is located has the demographic component I sought, which is the bilingual/bicultural population. Also, this school is a Level 2+ school in good standing, a neighborhood school from Pre-K through eighth grade with a faculty of 35 teachers, a total of 460 students enrolled in the school, 81% of its population of Hispanic origin, 98% low income, and the mobility rate is 16.5% (CPS, 2017). This school also has a significant population of EL

students currently enrolled in the TBE and DL program at 30% of the school (460 students), which ensured that most teachers have experience with EL students (CPS, 2017). According to the school principal, the school implemented the Dual Language (DL) program, One-Way Model 3 years ago.

Teacher Recruitment

I recruited teachers, male and female, from one school in Grades 1 through 8 with a bilingual certification or ESL endorsement, and monolingual teachers with or without ESL endorsement, all currently teaching EL students. The school has a total of 35 teachers from first through eighth grades with years of experience ranging from novice to experienced. Of the 35 teachers, five have bilingual certificates, five have bilingual certificates and ESL endorsements, and 14 have ESL endorsement only. The rest of the teachers have neither the bilingual certificate nor the ESL endorsement.

The school principal sent a script (see Appendix F) to teachers by e-mail to request volunteers to participate in the study, thereby engaging a convenience sampling: sampling where participants are available and willing to participate in the study (Etikan, Musa, & Alkassim, 2016). Teachers who voluntarily agreed to participate received the following documents: an information letter that explained the research (see Appendix G), the TSES (see Appendix B), and the open-ended questionnaire (see Appendix C). The documents were easily accessible online through a link to the survey in SurveyMonkey. Six participating teachers opted for the paper and pencil copy to answer the survey. I returned a hard copy of the information letter to each participant. SurveyMonkey exported the research instruments to an Excel format, secured on my home computer until it was time for analysis of the data.

Each participating teacher received a sampling number to protect their anonymity and to keep the documents organized. Participating teachers had a week to complete the survey and the

open-ended questionnaire in the privacy of their homes. I distributed and collected the survey and questionnaire data at a specific time in the month of January 2018. Participating teachers taught first through eighth grades. The school had at least one bilingual teacher per grade level cluster (1–2), (3–5), and (6–8) teaching ESL or the native language as a mode of instruction or as support from first through eighth grades. Monolingual teachers without an ESL endorsement in Grades 6, 7, and 8 had a pull-out or push-in bilingual/ESL teacher in their classrooms to assist EL students in ESL or their native language, if needed. I excluded teachers from the research who taught ancillary classes such as music, physical education, and art. I also excluded Pre-K and Kindergarten teachers from the study as Pre-K students do not take the ACCESS for ELLs 2.0 test and Kindergarten students are administered a different form of the ACCESS test. EL Diverse Learners did not participate in this study, as they are administered a different form of the ACCESS test called Alternate ACCESS for ELLs. I invited all teachers in the school to participate in a luncheon I hosted as a token of appreciation. The principal sent all of the faculty a thank-you e-mail (see Appendix H) on behalf of the researcher.

Student Sample

I took a homogenous purposive sampling of students (Crossman, 2018). A homogenous purposive sample is when researchers select individuals based on their knowledge and ability to share similar characteristics of interest to the researcher (Palinkas et al., 2015). The target population were students classified as ELs in Grades 1 through 8 who were enrolled in the DL program in the school who were native Spanish speakers and of Hispanic ethnicity in Grades Pre-K, Kindergarten, 1, and 2. The rest of the EL students were enrolled in the TBE program from third through eighth grade. Participating in the study were 137 EL students from low- to middle-income family households. EL students had newly arrived in the United States, lived in

the United States for more than 3 years, or were long-term residents. The school participating offered the TBE and DL programs as well as the Middle Year Baccalaureate Programme.

The study had classrooms from first through eighth grade participating in the analysis with approximately 30 students in each classroom and one classroom teacher. I distributed a permission letter in English (see Appendix I) and in Spanish (see Appendix J) to the parents of the EL students during a parent meeting at the school to notify them of the research study being conducted at the school and obtained their consent by having them sign the letter.

Data Collection

I collected a portion of the data through the TSES, which supported deductive reasoning (Bradford, 2017) for the quantitative research methodology. These data gathered information on teachers' perceptions of their self-efficacy. I present the survey results in numeric terms (Creswell, 2009). The rationale for selecting this mixed-method design was that it was unknown to what extent EL teacher self-efficacy and classroom management, instructional strategies, and student engagement impact EL students' academic language performance in reading on one large-scale English language-proficiency test in a large public school district in Illinois.

In this study, I used concurrent timing to implement the collection and analysis of the quantitative and qualitative data during the same phase of the research process. The quantitative and the qualitative components had equal weight. The quantitative data accrued using the reading proficiency-level score results of ACCESS for ELLs 2.0 and the teachers' answers to the TSES survey. Qualitative data accrued using an open-ended questionnaire completed by teachers.

Human-Subjects Protection and Other Ethical Considerations

This study strictly adhered to DePaul University Office of Research Services Institutional Review Board (IRB) and the CPS Research Review Board (RRB) guidelines throughout the research process. Obtaining these permission was important because this study required human-

subject participation. I requested permission from DePaul University's IRB office and the CPS RRB office prior to conducting the research. I also requested permission through a consent letter to the participating school principal (see Appendix E) following the university's and district's research policies. Creswell (2008) mentioned that "obtaining permissions before starting to collect data is not a part of the informed consent process but is an ethical practice" (Creswell, 2008, p. 179).

Once permission was granted to conduct the research, I followed IRB and RRB policies, specifically protecting the confidentiality of participants and ensuring participation was voluntary. I adhered to ethical considerations during this study, including granting participants a sampling number to protect their anonymity, the option and right to stop the completion of the survey at any time, and the ability refuse to participate without affecting their relationship with me.

Data Analysis

Creswell and Plano (2017, p. 5) stated that key components go into designing and conducting a mixed-methods study. In mixed methods, the researcher

- Collects and analyzes qualitative and quantitative data rigorously in response to research questions and hypotheses,
- Integrates (or mixes) the two forms of data and their results;,
- Organizes these procedures into specific research designs that provide the logic and procedures for conducting the study, and
- frames these procedures in theory and philosophy.

Because this study used a convergent parallel design, I followed the guidelines that applied to the data-analysis procedures of this design.

Quantitative Analysis: Survey and Test Scores

Survey. I analyzed the survey data using SPSS 24 using descriptive statistics for frequencies, means, and standard deviations to help generate general trends in the data. It was of value to conduct descriptive statistical analysis to determine if the data were normally or nonnormally distributed to select appropriate procedures for statistical analysis. I assigned numeric values to responses for data-coding purposes and calculated percentages and frequencies for the questions. The method used to analyze the data was the PCC.

Test scores. The method for data analysis of the reading test scores was the PCC developed by Pearson in the 1880's. In statistics, the PCC, or also known as bivariate correlation, is a numerical index that indicates the relationship between two variables: x and y. Its value is between +1 and −1 where 1 is a total positive linear correlation, 0 indicates no linear correlation, and −1 indicates a total negative linear correlation (Salkind, 2016).

Qualitative Analysis: Open-ended Questionnaire

I used Excel to separate responses by themes using codes, then found the frequency count of how many times specific codes appeared using the Excel formula. After analyzing the data on the responses received, the frequency information was presented in a figure (Clarke, 2013). I discussed the specific analysis method employed to answer each research question in Chapter 4. To display the results of the statistical analysis, tables and figures show quantitative and qualitative results at a glance and trends in the data.

Nature of the Study

The research design selected for this study was a descriptive mixed-method design, which included the collection and interpretation of quantitative and qualitative data. I sought to find the strength of the relationship between teachers' sense of self-efficacy in instructional practices and EL students' English-language performance by using the reading proficiency-level

scores from one large-scale English language-proficiency test. Although this study focused on teachers who teach EL students, I also considered students' test scores to view how teachers' sense of self-efficacy impacted student proficiency-level reading scores on a large-scale English-language-proficiency test. Data collected from the TSES measured the teachers' sense of self-efficacy in classroom management, instructional strategies, and student engagement. I used the collection of ACCESS reading proficiency-level scores to identify EL students' English-language performance in reading on one large-scale English language proficiency test.

Data collected from the open-ended questionnaire supported available research on teachers' sense of self-efficacy. Data from this study provides additional information on levels of self-efficacy of teachers who have good classroom-management skills, know how to select instructional strategies and student-engagement activities that lead to student's academic growth, and can interpret EL students English proficiency levels in all four domains (listening, speaking, reading, and writing).

Significance of the Study

This study is significant for a number of reasons. First, the large population of EL students in public schools in urban areas, specifically in Illinois, makes this research significant. As increasing number of students require additional services because of their EL status, teachers need to feel effective in the services they provide to them (Flynn & Hill, 2005). Yilmaz (2011) emphasized the importance of teachers' sense of self-efficacy on how they perceive the quality of their work. Bandura (1997) explained that self-efficacy helps teachers improve their effectiveness in various areas of work. Second, this study is significant because it provides insight into teachers' sense of self-efficacy for educating EL students in a large public school district in Illinois. Third, this study is also significant in that improving teachers' sense of self-efficacy in the areas of classroom management, instructional strategies, and student engagement

could impact EL reading proficiency-level scores on a large-scale English language proficiency test (Pérez & Holmes, 2010).

Despite countless studies and data available on assessing the English-language proficiency of ELs based on teachers' beliefs and perceptions of teaching in students' native language and ESL, limited data describes how teachers' sense of self-efficacy affects the performance in reading of ELs on a large-scale English-language-proficiency test. Findings and results of the study create a better understanding of teachers' sense of self-efficacy as it relates to pedagogical practices that ultimately impact the way teachers instruct EL students in a bilingual and bicultural school (Wright, 2005). This study provided insightful input from teachers that is of value for schools and school leaders' decision making. This study provides school leaders with an understanding of the value of teachers' sense of self-efficacy in education, specifically in the area of teaching EL students.

Summary

Chapter 3 explained the methodology needed to undertake a statistical analysis of the data for this study. In the first phase of the convergent parallel mixed-method design, I analyzed the quantitative and qualitative data separately but concomitantly (Creswell & Plano Clark, 2011). I conducted statistical analysis of the quantitative data while simultaneously coding the qualitative data and developing and interrelating themes. In the second stage, I compared the two data sets by examining similarities between results of the two different sets of data. In the third stage, I reported both types of results and merged both data sets to arrive at a final interpretation to develop a complete picture.

The convergent parallel design (Ivankova et al., 2006) allowed me to assess whether teachers' sense of self-efficacy in regard to classroom management, instructional strategies, and student engagement impacts EL students' language performance in reading on a large-scale

language-proficiency test in a large public school district in Illinois. I explained and illustrated the findings in Chapter 4.

CHAPTER IV

FINDINGS

This study sought to acquire more information about the relationship between teachers' sense of self-efficacy in instructional practices for ELs, to discover how teachers' self-efficacy in classroom management, instructional strategies, and student engagement impact EL students' English-language proficiency, specifically in reading proficiency-level scores on the ACCESS for ELLs 2.0, an English language-proficiency test for EL students. Therefore, in this chapter, I present the results as statistical analysis of the data collected from the teachers who completed the research instruments of the TSES and qualitative open-ended questions developed by the researcher.

Participants

Teachers at an elementary public school in Chicago completed the TSES. The principal at the school site assisted by granting permission to conduct the study at the school and by signing a Principal's Consent Request Letter (see Appendix K). The principal agreed to read a script (see Appendix F) to all teachers during a staff-development meeting and sent it to them by e-mail. The principal read the scrip to teachers aligned with requirements of DePaul's Office of Research Services IRB. The script summarized the research, described teachers' voluntary participation in the study, and contained a link to SurveyMonkey. The SurveyMonkey link gave the teachers access to the Information Sheet for Participation in Research Study (see Appendix G), the TSES survey (see Appendix B), and the open-ended questionnaire (see Appendix C). The teachers, who voluntarily agreed to participate in the study after reading the information sheet, completed the TSES survey and the open-ended questionnaire online through the SurveyMonkey link sent to them by e-mail. The principal also sent an e-mail of thanks on my behalf (see Appendix H)Appendix F) to all faculty members.

This elementary Chicago Public School has a total of 460 students; 137 of the total student population are enrolled in the TBE and DL programs. The school has a total of 35 teachers; 17 teachers answered the TSES survey and of the 17, only four answered the open-ended questionnaire.

I excluded some teachers from the survey (Pre-K, Kindergarten) because the students do not take the ACCESS in Pre-K and the Kindergarten ACCESS has a different format from that of the rest of the grades. I also excluded the music, physical education, and art teachers because they do not teach reading. Thus, the potential population for the study was 25 teachers. Eight teachers chose not to answer the research instruments, leaving the number of teachers who participated as 17.

Most teachers (11) took the TSES and the open-ended questionnaire online through a link to SurveyMonkey. Six teachers opted for the paper and pencil version. The principal asked teachers to fold and place their paper and pencil answers in a manila envelope, collected and sealed them, and gave the envelope to the researcher, who stored the manila envelope in an office drawer at home until it was time to analyze the data. The rest of the teachers used the SurveyMonkey link to complete the research instruments. Data from the paper and pencil answers and the SurveyMonkey responses were combined for analysis.

Description of Research Instruments

The TSES survey scale and components are grouped as shown in Table 8.

Table 8

Survey Questions and Associated Groupings

	Student engagement	Instructional strategies	Classroom management
Items	1, 2, 4, 6, 9, 12, 14, 22	7, 10, 11, 17, 18, 20, 23, 24	3, 5, 8, 13, 15, 16, 19, 21

Source: Teacher Efficacy: Capturing an Elusive Concept, by M. Tschannen-Moran & A. Woolfolk Hoy, A., 2001, *Teaching and Teacher Education, 17,* 783–805. doi:10.1016/S0742-051X(01)00036-1

The TSES has 24 questions concerning teachers' perceptions of their self-efficacy for student engagement, instructional strategies, and classroom management related to their daily teaching practice on a Likert-type scale of 1 (*Nothing*) to 9 (*A Great Deal*), grouped in the format shown in Table 9.

Table 9

Likert Scale for TSE Survey

	Nothing	Very Little	Some influence	Quite a bit	A great deal
Questions:	1–2	3–4	5–6	7–8	9

Source: Teacher Efficacy: Capturing an Elusive Concept, by M. Tschannen-Moran & A. Woolfolk Hoy, A., 2001, *Teaching and Teacher Education, 17,* 783–805. doi:10.1016/S0742-051X(01)00036-1

The survey questions on the TSES related to classroom management, instructional strategies, and student engagement. This survey evaluated teachers' views of their teaching practice. The open-ended questionnaire had three questions related to teachers' sense of self-efficacy regarding classroom management (Question 1), instructional strategies (Question 2), and student engagement (Question 3). By answering the questionnaire, teachers could reflect and elaborate on their own personal teaching experiences with EL students.

I collected the reading proficiency-level scores from the ACCESS for ELLs 2.0, administered to ELs in 2017, from the principal's school desk computer. WIDA DRC input the ACCESS for ELLs 2.0 data in the principal's computer. The principal first deleted students' names and identification numbers to protect students' anonymity as part of the DePaul IRB and CPS RRB protocols. Then, the principal provided me with each of the student's scores, student's grade level, and student's program years.

Quantitative Data Analysis Results

I organized the teachers' responses collected from the TSES survey into an Excel spreadsheet to analyze responses from each participating teacher. After collecting the research instrument data from the paper and pencil survey, I combined them with the online survey data. SurveyMonkey exported the survey data to an Excel spreadsheet; then I exported the data from Excel to SPSS 24.0 to be evaluated. I used self-confidence and self-efficacy interchangeably when analyzing the data in this study.

The following tables show the results from Questions 1 through 24. For Question 1—How much can you do to get through to the most difficult students?—most respondents answered "some" influence. This response indicated they felt confident they could get through to the most difficult students. Two teachers did not answer the question (see Tables 10 and 11).

Table 10

Descriptive Statistics for Teacher Perception of How Much They Feel They Can Do In Working With the Most Difficult Students

Q1. How much can you do to get through to the most difficult students?		
N	Valid	15
	Missing	2
Mean		6.00
Standard Deviation		1.31

Table 11

Frequencies of Teacher Perception of How Much They Feel They Can Do In Working With the Most Difficult Students

Q1. How much can you do to get through to the most difficult students?			
		Frequency	Percent
Valid	Very Little Influence	2	11.8
	Some Influence	5	29.4
	Quite a Bit	5	29.4
	A Great Deal	1	5.9
	Total	15	88.2
	Missing System	2	11.8
Total		17	100.0

In response to Question 2—How much can you do to help your students think critically?—respondents were equally divided in their answers between "some" and "quite a bit" of influence. This was an instruction question and teachers showed some level of self-efficacy when helping students think critically. One teacher did not answer this question (see Tables 12 and 13).

Table 12

Descriptive Statistics for How Much Teachers Perceive They Can Help Students Think Critically

Q2. How much can you do to help your students think critically?		
N	Valid	16
	Missing	1
Mean		6.88
Standard Deviation		1.45

Table 13

Frequencies for How Much Teachers Perceive They Can Help Students Think Critically

Q2. How much can you do to help your students think critically?			
		Frequency	Percent
	Very Little Influence	1	5.9
	Some Influence	6	35.3
	Quite a Bit	6	35.3
	A Great Deal	3	17.6
	Total	16	94.1
	Missing System	1	5.9
Total		17	100.0

In response to Question 3—How much can you do to control disruptive behavior in the classroom?—most teachers answered "quite a bit" of influence. This finding means they felt confident in their classroom-management abilities to control disruptive behavior in their classrooms (see Tables 14 and 15).

Table 14

Descriptive Statistics for How Much Teachers Believe They Can Control Disruptive Behavior in The Classroom

Q3. How much can you do to control disruptive behavior in the classroom?		
N	Valid	17
	Missing	0
Mean		7.35
Standard Deviation		0.93

Table 15

Frequencies for How Much Teachers Believe They Can Control Disruptive Behavior in The Classroom

Q3. How much can you do to control disruptive behavior in the classroom?			
		Frequency	Percent
	Some Influence	2	11.8
	Quite a Bit	14	82.4
	A Great Deal	1	5.9
Total		17	100.0

In Question 4—How much can you do to motivate students who show low interest in school work?—most teachers answered "some" influence. This answer means they did not feel enough confidence in their abilities to motivate students in their school work (see Tables 16 and 17).

Table 16

Descriptive Statistics for How Much Teachers Believe They Can Motivate Students Who Show Low Interest in School Work?

Q4. How much can you do to motivate students who show low interest in school work?		
N	Valid	17
	Missing	0
Mean		6.76
Standard Deviation		1.57

Table 17

Frequencies of How Much Teachers Believe They Can Motivate Students Who Show Low Interest in School Work

Q4. How much can you do to motivate students who show low interest in school work?			
		Frequency	Percent
	Very little Influence	1	5.9
	Some Influence	7	38.1
	Quite a Bit	6	35.2
	A Great Deal	3	17.6
Total		17	100.0

In response to Question 5—To what extent can you make your expectations clear about student behavior?—most teachers answered "a great deal" of influence. This answer indicated they felt quite confident in their abilities to make their expectations clear about student behavior (see Tables 18 and 19).

Table 18

Descriptive Statistics for What Extent Teachers Believe They Can Make Their Expectations Clear About Student Behavior

Q5. To what extent can you make your expectations clear about student behavior?		
N	Valid	17
	Missing	0
Mean		8.47
Standard Deviation		.72

Table 19

Frequencies for What Extent Teachers Believe They Can Make Their Expectations Clear About Student Behavior

Q5. To what extent can you make your expectations clear about student behavior?			
		Frequency	Percent
	Some Influence	2	11.8
	Quite a Bit	5	29.4
	A Great Deal	10	58.8
Total		17	100.0

In response to Question 6—How much can you do to get students to believe they can do well in school work?—most teachers answered "quite a bit" of influence. This response indicated they felt confident in their abilities to make students believe that they can do well in school (see Tables 20 and 21).

Table 20

Descriptive Statistics for How Much Teachers Believe They Can do to Get Students to Believe They Can Do Well in School Work

Q6. How much can you do to get students to believe they can do well in school work?		
N	Valid	17
	Missing	0
Mean		7.13
Standard Deviation		2.09

Table 21

Frequencies for How Much Teachers Believe They Can do to Get Students to Believe They Can Do Well in School Work

Q6. How much can you do to get students to believe they can do well in school work?			
		Frequency	Percent
	Nothing	1	5.9
	Some Influence	2	11.8
	Quite a Bit	10	58.8
	A Great Deal	4	23.5
Total		17	100.0

In response to Question 7—How well can you respond to difficult questions from your students?—most teachers answered "quite a bit" of influence. This finding means teachers felt confident in their abilities to answer difficult questions from their students (see Tables 22 and 23).

Table 22

Descriptive Statistics for How Much Teachers Believe They Can Respond to Difficult Questions From Their Students

Q7. How well can you respond to difficult questions from your students?		
N	Valid	17
	Missing	0
Mean		7.53
Standard Deviation		1.42

Table 23

Frequencies for How Much Teachers Believe They Can Respond to Difficult Questions From Their Students

Q7. How well can you respond to difficult questions from your students?			
		Frequency	Percent
	Some Influence	4	23.6
	Quite a Bit	7	41.4
	A Great Deal	6	35.3
Total		17	100.0

For Question 8—How well can you establish routines to keep activities running smoothly?—most teachers answered "a great deal" of influence. Teachers felt confident in their abilities to establish routines in their classrooms to keep activities running smoothly (see Tables 24 and 25).

Table 24

Descriptive Statistics for How Much Teachers Believe They Can Establish Routines to Keep Activities Running Smoothly

Q8. How well can you establish routines to keep activities running smoothly?		
N	Valid	17
	Missing	0
Mean		8.29
Standard Deviation		1.05

Table 25

Frequencies for How Much Teachers Believe They Can Establish Routines to Keep Activities Running Smoothly

Q8. How well can you establish routines to keep activities running smoothly?			
		Frequency	Percent
	Some Influence	2	11.8
	Quite a Bit	5	29.4
	A Great Deal	10	58.8
Total		17	100.0

In response to Question 9—How much can you do to help your students value learning?—the same number of teachers answered "quite a bit" and "a great deal" of influence. Teachers felt confident they could help students in value learning. Two teachers did not answer this question (see Tables 26 and 27).

Table 26

Descriptive Statistics for How Much Teachers Believe They Can Help Students Value Learning

Q9. How much can you do to help your students value learning?		
N	Valid	15
	Missing	2
Mean		7.60
Standard Deviation		1.35

Table 27

Frequencies for How Much Teachers Believe They Can Help Students Value Learning

Q9. How much can you do to help your students value learning?			
		Frequency	Percent
	Some Influence	6	35.3
	Quite a Bit	6	35.3
	A Great Deal	6	35.3
	Total	15	88.2
	Missing System	2	11.8
Total		17	100.0

In response to Question 10—How much can you gauge student comprehension of what you have taught?—most teachers answered "quite a bit" of influence. Participants felt quite confident that they could help students comprehend what they were taught (see Tables 28 and 29).

Table 28

Descriptive Statistics for How Much Teachers Believe They Can Gauge Student Comprehension of What You Have Taught

Q10. How much can you gauge student comprehension of what you have taught?		
N	Valid	17
	Missing	0
Mean		7.18
Standard Deviation		1.24

Table 29

Frequencies for How Much Teachers Believe They Can Gauge Student Comprehension of What You Have Taught

Q10. How much can you gauge student comprehension of what you have taught?			
		Frequency	Percent
	Some Influence	4	23.6
	Quite a Bit	10	58.8
	A Great Deal	3	17.6
Total		17	100.0

In response to Question 11—To what extent can you craft good questions for your students?—teachers were equally divided, answering "some" and "quite a bit" of influence. Their answers reflected that they felt quite confident about how to craft good questions to their students (see Tables 30 and 31).

Table 30

Descriptive Statistics for How Much Teachers Believe They Can Craft Good Questions for Their Students

Q11. To what extent can you craft good questions for your students?		
N	Valid	17
	Missing	0
Mean		6.59
Standard Deviation		1.58

Table 31

Frequencies for How Much Teachers Believe They Can Craft Good Questions for Their Students

Q11. To what extent can you craft good questions for your students?			
		Frequency	Percent
	Very Little Influence	2	11.8
	Some Influence	6	35.3
	Quite a Bit	6	35.3
	A Great Deal	3	17.6
Total		17	100.0

For Question 12—How much can you do to foster student creativity?—most teachers responded "quite a bit" of influence. Teachers' answers reflected their confidence in how to foster students' creativity (see Tables 32 and 33).

Table 32

Descriptive Statistics for How Much Teachers Believe They Can Do to Foster Student Creativity

Q12. How much can you do to foster student creativity?		
N	Valid	17
	Missing	0
Mean		6.88
Standard Deviation		1.54

Table 33

Frequencies for How Much Teachers Believe They Can Do to Foster Student Creativity

Q12. How much can you do to foster student creativity?			
		Frequency	Percent
	Very Little Influence	1	5.9
	Some Influence	5	29.4
	Quite a Bit	8	47,0
	A Great Deal	3	17.6
Total		17	100.0

In response to Question 13—How much can you do to get children to follow classroom rules?—most teachers responded "quite a bit" of influence. Their answers reflected that they felt quite confident they influence cause children to follow classroom rules. One teacher did not answer the question (see Tables 34 and 35).

Table 34

Descriptive Statistics for How Much Teachers Believe They Can Do to Get Children to Follow Classroom Rules

Q13. How much can you do to get children to follow classroom rules?		
N	Valid	16
	Missing	1
Mean		7.63
Standard Deviation		.89

Table 35

Frequencies for How Much Teachers Believe They Can Do to Get Children to Follow Classroom Rules

Q13. How much can you do to get children to follow classroom rules?			
		Frequency	Percent
	Some Influence	1	5.9
	Quite a Bit	12	70.6
	A Great Deal	3	17.6
	Total	16	94.1
	Missing System	1	5.9
Total		17	100.0

In response to Question 14—How much can you do to improve the understanding of a student who is failing?—most teachers responded "quite a bit" of influence. Teachers answers indicated they felt sufficiently confident that they could influence children to follow classroom rules. One teacher did not answer the question (see Table 36 and 37).

Table 36

Descriptive Statistics for How Much Teachers Believe They Can Do to Improve the Understanding of a Student Who is Failing

Q14. How much can you do to improve the understanding of a student who is failing?		
N	Valid	17
	Missing	0
Mean		7.18
Standard deviation		1.13

Table 37

Frequencies for How Much Teachers Believe They Can Do to Improve the Understanding of a Student Who is Failing

Q14. How much can you do to improve the understanding of a student who is failing?			
		Frequency	Percent
	Very Little Influence	1	5.9
	Some Influence	3	17.6
	Quite a Bit	10	58.9
	A Great Deal	3	17.6
Total		17	100.0

In response to Question 15—How much can you do to calm a student who is disruptive or noisy?—most teachers responded "quite a bit" of influence. Teachers' answers reflected confidence in their ability to calm a student who was disruptive or noisy (see Tables 38 and 39).

Table 38

Descriptive Statistics for How Much Teachers Believe They Can Calm a Student Who is Disruptive or Noisy

Q15. How much can you do to calm a student who is disruptive or noisy?		
N	Valid	17
	Missing	0
Mean		7.41
Standard Deviation		1.46

Table 39

Frequencies for How Much Teachers Believe They Can Calm a Student Who is Disruptive or Noisy

Q15. How much can you do to calm a student who is disruptive or noisy?			
		Frequency	Percent
	Very Little Influence	1	5.9
	Some Influence	2	11.8
	Quite a Bit	9	52.9
	A Great Deal	5	29.4
Total		17	100.0

In response to Question 16—How well can you establish a classroom management system with each group of students?—most teachers responded "quite a bit" of influence. Their answers reflected their confidence in establishing a classroom-management system with each group of students (see Tables 40 and 41).

Table 40

Descriptive Statistics for How Much Teachers Believe They Can Establish a Classroom Management System With Each Group of Students

Q16. How well can you establish a classroom management system with each group of students?		
N	Valid	17
	Missing	0
Mean		8.12
Standard Deviation		.70

Table 41

Frequencies for How Much Teachers Believe They Can Establish a Classroom Management System With Each Group of Students

Q16. How well can you establish a classroom management system with each group of students?			
		Frequency	Percent
	Quite a Bit	12	70.6
	A Great Deal	5	29.4
Total		17	100.0

In response to Question 17—How much can you do to adjust your lessons to the proper level for individual students?—most teachers responded "quite a bit" of influence. Their answers reflected their feeling of confidence in adjusting their lessons to the proper level for individual students (see Tables 42 and 43).

Table 42

Descriptive Statistics for How Much Teachers Believe They Can Do To Adjust Their Lessons to the Proper Level for Individual Students

Q17. How much can you do to adjust your lessons to the proper level for individual students?		
N	Valid	17
	Missing	0
Mean		7.71
Standard Deviation		1.16

Table 43

Frequencies for How Much Teachers Believe They Can Do To Adjust Their Lessons to the Proper Level for Individual Students

Q17. How much can you do to adjust your lessons to the proper level for individual students?			
		Frequency	Percent
	Some Influence	2	11.8
	Quite a Bit	10	58.8
	A Great Deal	5	29.4
Total		17	100.0

For Question 18—How much can you do to adjust your lessons to the proper level for individual students?—most teachers responded "quite a bit" of influence. Their answers showed their confidence in how to establish a classroom-management system with each group of students (see Tables 44 and 45).

Table 44

Descriptive Statistics for How Much Teachers Believe They Use a Variety of Assessments

Q18. How much can you use a variety of assessment strategies?		
N	Valid	17
	Missing	0
Mean		7.24
Standard Deviation		1.15

Table 45

Frequencies for How Much Teachers Believe They Use a Variety of Assessments

Q18. How much can you use a variety of assessment strategies?		
	Frequency	Percent
Some Influence	3	17.7
Quite a Bit	12	70.6
A Great Deal	2	11.8
Total	17	100.0

In response to Question 19—How well can you keep a few problem students from ruining an entire lesson?—most teachers responded "quite a bit" of influence. Teachers' answers indicated they felt quite confident in keeping a few problem students from ruining an entire lesson (see Tables 46 and 47).

Table 46

Descriptive Statistics for How Well Teachers Believe They Can Keep a Few Problem Students From Ruining an Entire Lesson

Q19. How well can you keep a few problem students from ruining an entire lesson?		
N	Valid	17
	Missing	0
Mean		7.77
Standard Deviation		1.20

Table 47

Frequencies for How Well Teachers Believe They Can Keep a Few Problem Students From Ruining an Entire Lesson

Q19. How well can you keep a few problem students from ruining an entire lesson?			
		Frequency	Percent
	Same Influence	2	11.8
	Quite a Bit	9	52.9
	A Great Deal	6	35.3
Total		17	100.0

In response to Question 20—To what extent can you provide an alternative explanation or example when students are confused?—most teachers responded "a great deal" of influence. Their answers showed that they feel very confident about how to provide an alternative explanation or example when students are confused (see Tables 48 and 49).

Table 48

Descriptive Statistics for How Much Teachers Believe They Can Provide an Alternative Explanation or Example When Students are Confused

Q20. To what extent can you provide an alternative explanation or example when students are confused?		
N	Valid	17
	Missing	0
Mean		8.00
Standard Deviation		1.22

Table 49

Frequencies for How Much Teachers Believe They Can Provide an Alternative Explanation or Example When Students are Confused

Q20. To what extent can you provide an alternative explanation or example when students are confused?		
	Frequency	Percent
Some Influence	2	11.8
Quite a Bit	7	41.1
A Great Deal	8	47.1
Total	17	100.0

For Question 21—How well can you respond to different students?—most teachers responded "quite a bit" of influence. Their answers reflected that they felt quite confident about how to respond to different students (see Tables 50 and 51).

Table 50

Descriptive Statistics for How Well Teachers Believe They Can Respond to Different Students

Q21. How well can you respond to different students?		
N	Valid	17
	Missing	0
Mean		7.12
Standard Deviation		2.06

Table 51

Frequencies for How Well Teachers Believe They Can Respond to Different Students

Q21. How well can you respond to different students?			
		Frequency	Percent
	Nothing	1	5.9
	Some Influence	3	17.6
	Quite a Bit	11	64.7
	A Great Deal	2	11.8
Total		17	100.0

In response to Question 22—How much can you assist families in helping their children do well in school?—teachers' responses were divided equally between "some" and "quite a bit" of influence. Teachers' answers reflected they felt somewhat confident about n how to assist families in helping their children do well in school (see Table 52 and 53).

Table 52

Descriptive Statistics for How Much Teachers Believe They Can Assist Families in Helping Their Children Do Well in School

Q22. How much can you assist families in helping their children do well in school?		
N	Valid	17
	Missing	0
Mean		7.35
Standard Deviation		1.66

Table 53

Frequencies for How Much Teachers Believe They Can Assist Families in Helping Their Children Do Well in School

Q22. How much can you assist families in helping their children do well in school?			
		Frequency	Percent
	Some Influence	6	35.3
	Quite a Bit	5	29.4
	A Great Deal	6	35.3
Total		17	100.0

In answer to Question 23—How well can you implement alternative strategies in your classroom?—teachers' responses were divided equally between "some" and "quite a bit" of influence. Their answers reflected that they felt some confidence about how to implement alternative strategies in their classrooms (see Table 54 and 55).

Table 54

Descriptive Statistics for How Well Teachers Believe They Can Implement Alternative Strategies in Their Classrooms

Q23. How well can you implement alternative strategies in your classroom?		
N	Valid	17
	Missing	0
Mean		7.53
Standard Deviation		1.12

Table 55

Frequencies for How Well Teachers Believe They Can Implement Alternative Strategies in Their Classrooms

Q23. How well can you implement alternative strategies in your classroom?			
		Frequency	Percent
	Very Little Influence	1	5.9
	Quite a Bit	14	82.4
	A Great Deal	2	11.8
Total		17	100.0

For Question 24—How well can you provide appropriate challenges for very capable students?—most teachers' responses were "quite a bit" of influence. Teachers responses reflected that they felt quite confident about how to provide appropriate challenges for very capable students (see Table 56 and 57).

Table 56

Descriptive Statistics for How Well Teachers Believe They Can Provide Appropriate Challenges for Very Capable Students

Q24. How well can you provide appropriate challenges for very capable students?		
N	Valid	17
	Missing	0
Mean		7.71
Standard Deviation		1.16

Table 57

Frequencies for How Well Teachers Believe They Can Provide Appropriate Challenges for Very Capable Students

Q24. How well can you provide appropriate challenges for very capable students?			
		Frequency	Percent
	Some Influence	2	11.8
	Quite a Bit	10	58.8
	A Great Deal	5	29.4
Total		17	100.0

Summary of TSES Survey Results

According to TSES results, the lowest level of sense of self-efficacy was in the area of student engagement, with a mean of 6.00 and a standard deviation of 1.31. The highest level of sense of self-efficacy was in the area of classroom management with a mean of 8.47 and a standard deviation of .72. These results could indicate that teachers felt a high sense of self-efficacy in their abilities to handle classroom management and less confident in their abilities to engage students in different activities, including EL students (Miller, 2016)

Table 58 depicts the highest frequency responses of teachers by question, frequency, and percent of their answers.

In analyzing Table 58, teachers had much self-confidence about implementing classroom-management strategies and instructional strategies. Question 3, on classroom management, garnered the highest frequency of 14 and the highest percent at 82.4. Question 23, on instructional strategies, had equal results to classroom management with the highest frequency of 14 and the highest percent of 82.4. However, teachers did not feel an equal degree of self-confidence when implementing student-engagement activities. Data showed that in

answering Question 6 on student engagement, the highest frequency was 10 and the highest percent was 58.8.

Table 58

Teachers' Highest Frequency Responses

Question	Total number of respondents	Result	Frequency	Percent
1	15	Some Influence	5	29.4
		Quite a Bit	5	29.4
2	16	Some Influence	6	35.3
		Quite a Bit	6	35.3
3	17	Quite a Bit	14	82.4
4	17	Some Influence	7	38.1
5	17	A Great Deal	10	58.8
6	17	Quite a Bit	10	58.8
7	17	A Great Deal	7	41.4
8	17	A Great Deal	10	58.8
9	15	Some Influence	6	35.3
		Quite a Bit	6	35.3
		A Great Deal	6	35.3
10	17	Quite a Bit	10	58.8
11	17	Some Influence	6	35.3
		Quite a Bit	6	35.3
12	17	Quite a Bit	8	47.0
13	16	Quite a Bit	12	70.6
14	17	Quite a Bit	10	58.9
15	17	Quite a Bit	9	52.9
16	17	Quite a Bit	12	70.6
17	17	Quite a Bit	10	58.8
18	17	Quite a Bit	12	70.6
19	17	Quite a Bit	9	52.9
20	17	A Great Deal	8	47.1
21	17	Quite a Bit	11	64.7
22	17	Some Influence	6	35.3
		A Great Deal	6	35.3
23	17	Quite a Bit	14	82.4
24	17	Quite a Bit	10	58.8

ACCESS for ELLs 2.0 Test and Analysis Results

Of 460 students enrolled in the school, 137 were EL students enrolled in the TBE and DL programs and participated in the study. I received the results of the ACCESS for ELLs 2.0 test through an Excel spreadsheet from the school principal, who in turn received the scores from WIDA DRC. The Excel spreadsheet had the 137 students enrolled in the TBE and DL programs from first through eighth grade, their program year in the TBE, and their proficiency-level scores in reading. The principal had deleted students' names and identification numbers before giving me the spreadsheet.

I analyzed the ACCESS data by computing correlations between each survey composite—student engagement, instructional strategies, classroom management, and overall self-efficacy—and the reading-proficiency-level score from the ACCESS test. The TSES contained 24 questions that showed teachers' efficacy in student-engagement, in instructional-strategies, and in classroom-management subscale scores. I computed unweighted means of the items that encumbered each factor. The scale was grouped as follows: (a) student engagement: Items 1, 2, 4, 6, 9, 12, 14, 22; (b) instructional strategies: Items 7, 10, 11, 17, 18, 20, 23, 24; and (c) classroom management: Items 3, 5, 8, 13, 15, 16, 19, 21. These groups formed each composite group. I calculated a mean of teacher responses for each composite group of questions, then correlated with the ACCESS reading proficiency-level scores to generate correlation results between teacher responses to the TSES and ACCESS reading proficiency-level scores. No significant relationship emerged between any of the survey composite results and the reading proficiency-level scores from the ACCESS test results. Table 59 through 62 explain the ACCESS test results.

As shown in Table 59 on student engagement, the *p*-value of .593 did not indicate a statistically significant result. This result means a low to no correlation emerged between teachers' perceptions of how they engaged their students and students' proficiency levels.

Table 59

C*orrelations for Teacher Perceptions of their Student Engagement and ACCESS Proficiency Level*

Descriptive statistics			
	Mean	Standard deviation	*N*
Proficiency level	3.2907	1.40368	75
Teacher student engagement	6.9371	1.07500	17

Correlations			
		Proficiency level	Teacher student engagement
Proficiency level	Pearson correlation	1	.139
	Sig. (2-tailed)		.593
	Sum of squares and cross-products	145.803	3.181
	Covariance	1.970	.199
	N	75	17
Teacher student engagement composite	Pearson correlation	.139	1
	Sig. (2-tailed)	.593	
	Sum of squares and cross-products	3.181	18.490
	Covariance	.199	1.156
	N	17	17

As shown on Table 60, for instructional strategies the *p*-value was .874, which is not a statistically significant result. This outcome indicated a low to no correlation between teacher perceptions of their instructional strategies and students' proficiency levels.

Table 60

Correlations for Teacher Perceptions of their Instructional Strategies and ACCESS Proficiency Level

Descriptive statistics			
	Mean	Standard deviation	*N*
Proficiency level	3.2907	1.40368	75
Teacher instructional strategies	7.4353	.89218	17

Correlations			
		Proficiency level	Teacher instructional strategies
Proficiency level	Pearson Correlation	1	.042
	Sig. (2-tailed)		.874
	Sum of squares and cross-products	145.803	.787
	Covariance	1.970	.049
	N	75	17
Teacher instructional strategies	Pearson correlation	.042	1
	Sig. (2-tailed)	.874	
	Sum of squares and cross-products	.787	12.736
	Covariance	.049	.796
	N	17	17

Table 61 shows for classroom-management strategies, a *p*-value of .896, which is not a statistically significant result. This result indicated a low to no correlation between teachers' perceptions of their classroom-management strategies and students' proficiency level.

Table 61

Correlations for Teacher Perceptions of their Classroom Management Strategies and ACCESS Proficiency Level

Descriptive statistics			
	Mean	Standard deviation	*N*
Proficiency level	3.2907	1.40368	75
Teacher classroom management strategies	7.7429	.57507	17

Correlations			
		Proficiency level	Teacher classroom management strategies
proficiency level	Pearson correlation	1	-.034
	sig. (2-tailed)		.896
	sum of squares and cross-products	145.803	-.418
	covariance	1.970	-.026
	N	75	17
teacher classroom management strategies	Pearson correlation	-.034	1
	sig. (2-tailed)	.896	
	sum of squares and cross-products	-.418	5.291
	covariance	-.026	.331
	N	17	17

Table 62, on overall self-efficacy, the *p*-value was .777, which is not a statistically significant result. This finding means a low to no correlation emerged between teachers' perceptions of their self-efficacy and students' proficiency level.

Table 62

Correlations for Teacher Perceptions of their Overall Self-Efficacy and ACCESS Proficiency Level

Descriptive statistics			
	Mean	Standard deviation	*N*
Student proficiency level	3.2907	1.40368	75
Teacher overall self-efficacy	7.3953	.72203	17

Correlations			
		Student proficiency level	Teacher overall self-efficacy
Student proficiency level	Pearson correlation	1	.074
	Sig. (2-tailed)		.777
	Sum of squares and cross-products	145.803	1.138
	Covariance	1.970	.071
	N	75	17
Teacher overall self-efficacy	Pearson correlation	.074	1
	Sig. (2-tailed)	.777	
	Sum of squares and cross-products	1.138	8.341
	Covariance	.071	.521
	N	17	17

Qualitative Data Analysis Results: Open-Ended Questionnaire

Of the 17 teachers who completed the TSES survey, only four answered the open-ended questions. Thus, the qualitative data must be viewed with caution. The results of the open-ended questions were grouped by category: classroom management, instructional strategies, student engagement, and themes. The qualitative data were coded and frequencies reported in Tables 63 through 67 and Figures 5 and 6.

Question 1: What are some of the classroom management strategies that you have in place when students, including the English Learners, are disruptive or when they are

following the classroom rules? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)

Teachers' answers to Question 1 on the questionnaire were grouped by categories according to their responses, then coded and the frequency found. The statistics frequency revealed that teachers were most knowledgeable in the use of the cool-down strategies when students were disruptive in the classroom.

Table 63

Question 1: Subthemes in Classroom Management

Themes	Codes	Statistics frequency
Cool down	C	5
Talking about it	T	2
Phone home	P	2
Reflecting	R	3
Second step	SS	1
School points	SP	1
Color charts	CC	1
Redirecting behavior	RB	2
Assigned seating	AS	1
Dojo	D	1
	Total	19

Teachers' responses were coded in Excel, and the formula from Excel was used to calculate the proportions. The highest proportion was the cool-down strategy, with a frequency of 5 and a proportion of 26%.

Table 64

Question 1: Proportions of Responses in Total Responses to Subthemes in Classroom Management

Proportions	
Code	%
C	26
T	11
P	11
R	16
SS	5
SP	5
CC	5
BB	11
AS	5
D	5
Total	100

Once the answers were coded and the frequency and proportions obtained, the results were exported to a bar graph, depicting the results (see Figure 5).

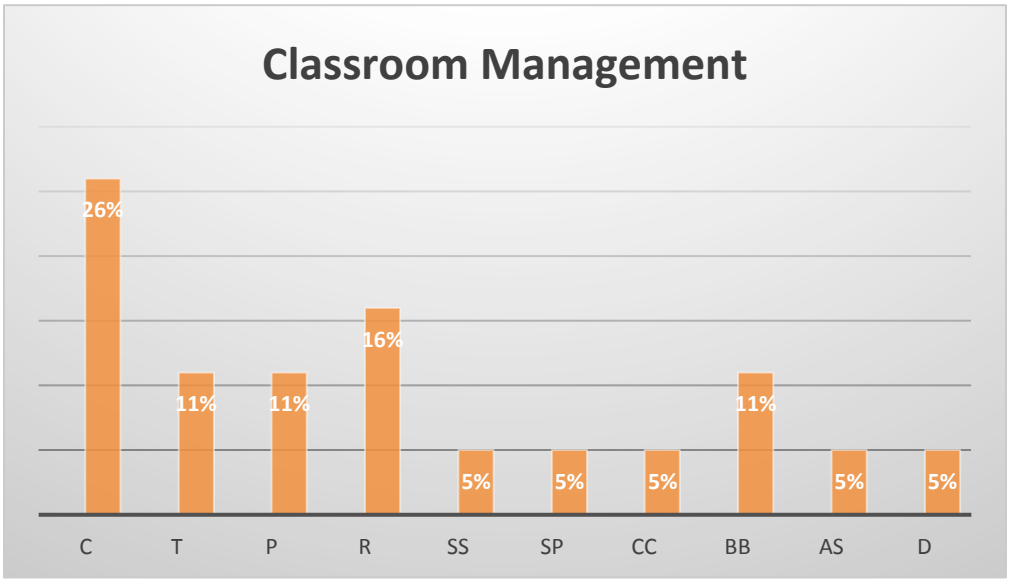

Figure 5. Bar graph of classroom management coded responses.

Question 2: What are some of the high level cognitive strategies that you are implementing in your daily lessons for the students, including the English Learners? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)

The same Excel program was followed to arrange teachers' responses by themes, to code them, and find their statistic frequencies. Results showed that most teachers responded that the question strategy would best elicit students' responses to discern if they understood the material taught in class (see Table 66).

Table 66

Question 2: Instruction Strategies Qualitative Codes and Frequencies

Themes	Codes	Statistics frequency
Math	M	2
Questioning	Q	3
Vocab.	V	2
Book club	BC	1
Close reading	CR	1
Guided reading	GR	1
Context clues	CC	1
Planning	P	1
Anticipating guide	AG	1
Chunking text	CT	1
Jig saw	JS	1
Graphic organizers	GO	1
	Total	16

The Excel program was used to code teachers' responses. Proportions were calculated using the formula from Excel. The highest proportion was the question strategy with a frequency of 3 and a proportion of 18% (see Table 67).

Table 67

Question 2: Proportions of Responses in Total Responses

Proportions	
Code	%
M	12
Q	18
V	12
BC	6
CR	6
GR	6
CC	6
P	6
AG	6
CT	6
JS	6
GO	6
Total	100

The answers were coded and after the frequency and proportions were obtained, the results were exported to a bar graph, showing the results (see Figure 6).

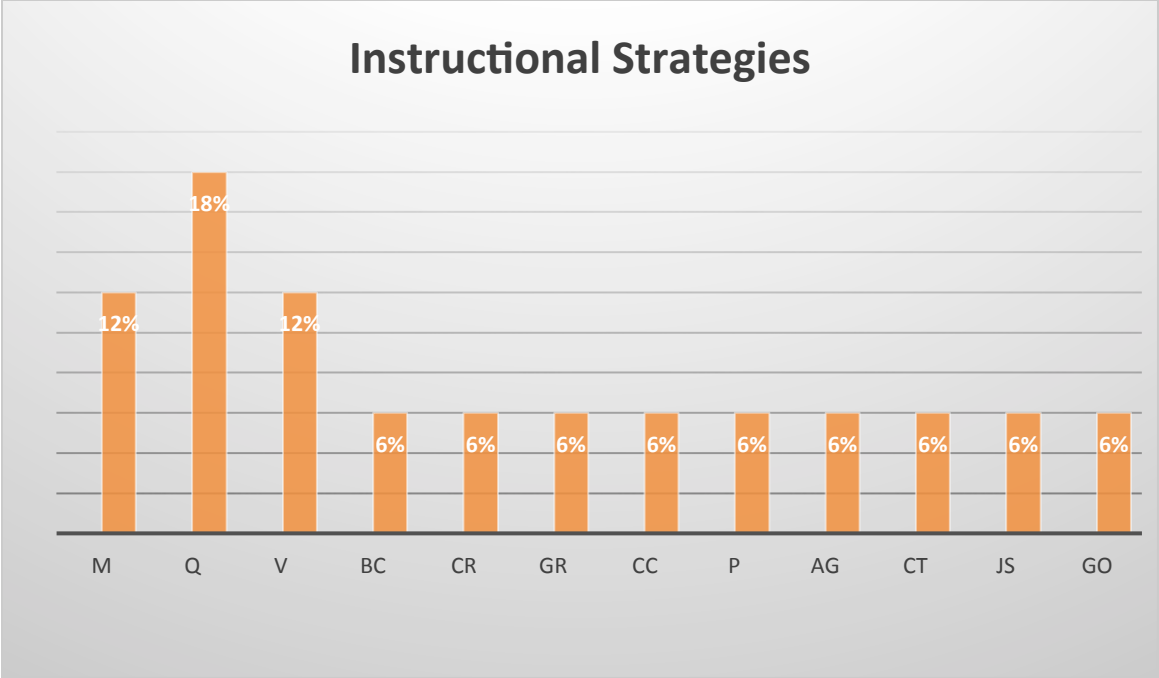

Figure 6. Bar graph of instructional strategies coded responses.

Question 3*:* How do you engage students in the classroom activities including the English Learner students who have an ACCESS reading below proficiency level or who are New-Comers? (Are your practices the same for EL students and non-EL students?). Please describe how the practices are similar or different.

Insufficient data accrued to create a significant frequency and proportion table in the student-engagement category, as shown in Tables 68 and 69. A bar graph could not be generated.

Table 68

Student Engagement Themes

Themes	Codes	Statistics frequency
Sentence Stems	SS	1
Embedded Voc.	EV	1
Differentiation	D	1
	Total	3

Table 69

Question # 3: Proportion of Responses in Total Responses of Student Engagement Themes

Proportions	
Code	%
SS	3
EV	3
D	3
Total	100

Data Collection and Analysis

Qualitative Open-ended Questionnaire

Classroom Management

Only four teachers of 17 who participated in the study answered the online open-ended questionnaire. Data analysis from the responses of the four teachers revealed that 26% of the teachers in the classroom-management category felt more comfortable assigning a place to calm down to misbehaving students; followed by 16% of the four teachers who felt assured by giving a period of reflection to students to think about what they have done wrong and devised ideas about how to correct their behavior. The lowest percentage was 5% of the four teachers did not feel capable in the use of such techniques as Second Step curriculum, assigning school points, color charts, assigning seating, and DOJO (class application for Apple and Android users).

Instructional Strategies

The analysis of the instructional strategy data showed that 18% of the four teachers used questioning strategies to gauge students' comprehension of the subject matter they were teaching, a way to analyze the lesson taught, and a method to prepare new techniques to reteach if necessary, according to their students' responses. Equally divided at 12% of the four teachers was the use of reading techniques in mathematics and the teaching of vocabulary as a way for

students to understand the mathematics problems and the reading passages. The lowest percentage, yielding 6% of four teachers, was in the use of the following instructional strategies: book club, close reading, guided reading, context clues, planning the strategies for each lesson, anticipatory guide, chunking texts, jigsaw, and graphic organizers.

Student Engagement

Too few teachers responded to analyze the data for this portion of the qualitative data collection. Only one teacher of the four answered open-ended Question 4 related to student engagement; the others did not answer the question. I can only assume that student engagement is one of the most difficult to implement in the classroom and most teachers avoided answering because they have not obtained that level of instruction with their students (aligned with Baloche & Brody, 2017; Westwood, 2016). Teachers need training on how to approach student engagement in their classrooms through the use of various activities to spark their curiosity and passion for learning.

Findings from the Data

The analysis of the data revealed the following results from these research questions and hypotheses.

Research Question 1

Does teacher sense of self-efficacy in classroom management, instructional strategies, and student engagement impact EL students' reading proficiency-level scores on a large-scale English-language proficiency test?

A low to no correlation emerged between teachers' perceptions of their self-efficacy and students' reading proficiency-level scores on a large-scale English-language proficiency test.

Hypothesis 1 (H10)

A significant impact will emerge between EL teachers' efficacy in classroom management and EL students' reading performance on a large-scale English language-proficiency test. The analysis of the quantitative data showed no significant relationship between teachers' sense of self-efficacy in classroom management and EL students' reading proficiency-level scores on a large-scale English language proficiency test.

Hypothesis 2 (H20)

No significant impact will emerge between EL teachers' efficacy in instructional strategies and EL students' reading performance on a large-scale English language-proficiency test. The analysis of the quantitative data revealed no significant relationship between teachers' sense of self-efficacy in instructional strategies and EL students' reading proficiency-level scores on a large-scale English language proficiency test.

Hypothesis 3 (H30)

A significant impact will emerge between EL teachers' efficacy in instructional strategies and EL students' reading performance on a large-scale language-proficiency test. The analysis of the quantitative data revealed no significant relationship between teachers' sense of self-efficacy in student engagement and EL students' readin proficiency-level scores on a large-scale English language proficiency test.

Although only four teachers responded to the qualitative portion of the survey, some interesting insights can be gained from their responses. Only one teacher responded to the question on student engagement, which may mean that teachers need more professional development in student-engagement activities. Principals should set aside a portion of the school budget to accommodate this pedagogical practice.

In Chapter 5, I discussed the findings from the research analysis, how results related to the literature, and the restated purpose of the study, along with limitations, assumptions, suggested recommendations for future research, and a conclusion.

CHAPTER V

SUMMARY OF THE STUDY

This study was conducted to add new insights to the limited literature available that addresses teachers' self-efficacy when teaching ELs. Data accrued by having teacher participants complete a survey and an open-ended questionnaire regarding three important components in teaching practices: classroom management, instructional strategies, and student engagement. Each of these practices are effective when applied separately, but when use in combination, they become a powerful interrelated teaching force that drives effective instruction (Evertson & Emmer, 2018). The main goal of this study was to discern if teachers' self-efficacy impacts EL students' reading-proficiency-level scores on a large-scale English language proficiency test administered in Illinois.

In this study, I collected and analyzed data from the Teachers' Sense of Efficacy Survey (TSES) and an open-ended questionnaire to discern the growth areas in teachers' self-efficacy that drive effective instruction and areas challenging self-efficacy that need improvement when teaching students. In particular, this study researched the impact teachers' self-efficacy could have on ELs' English-language proficiency. I used the ACCESS reading-proficiency-level scores to see if a correlation emerged between classroom management, instructional strategies, and student engagement and reading-proficiency-level test scores.

How Results Relate to the Literature

Classroom Management

When teachers' classroom-management strategies were ineffective, they negatively impact teachers—novice and experienced alike—causing exhaustion and annoyance, stress and anxiety (Rieg et al., 2007; Evans, 2011). Poorly implemented classroom management caused students to perform less than average on standardized tests (Burke, 2008; Dee & Jacob, 2011).

Once teachers obtain high levels of proficiency in classroom management, they are ready to select the best instructional strategies for their students.

Classroom management is a set of rules that promote good behavior and prevent disruptions that do not allow learning to be successful (Mulvahill, 2018). Classroom management looks different in every classroom because it depends on variables like the number of students in the classroom, the core subject, the age group of students, and the teacher's personality and core values. Whatever works for a highly structured and organized teacher may not work for an easygoing, unstructured teacher (Mulvahill, 2018).

Instructional Strategies

Researchers showed a single successful instructional strategy is not viable to implement with the students. Instead, a combination of several instructional strategies are appropriate according to students' capabilities, background knowledge, and learning styles (Marzano & Toth, 2014). Teachers should plan for various strategies along with activities that should be embedded in daily lesson plans (Marzano & Toth, 2014).

Student Engagement

Student engagement is defined as the encouragement of attention, curiosity, interest, motivation, optimism, and passion that students demonstrate when they are learning a new lesson or reviewing an old one (*The Glossary of Education Reform,* 2015; Martin & Torres, 2016). Of the two types of engagement, observable and internal engagement interrelate (Appleton et al., 2008). Internal engagement (cognitive and effective) is less likely to be noticed than observable engagement (academic and behavioral) unless teachers use engaging classwork such as projects, technology, and activities that promote the social and emotional aspect of students. The goal is to implement cooperative learning and differentiated instruction. However, the use of cooperative learning in classrooms has always posed a challenge for teachers (Baloche & Brody, 2017).

Cooperative learning does not merely mean placing students in small groups and telling them to work together; such practices do not guarantee quality cooperation or learning. Even when teachers have a structure in place for positive social interaction, interdependence, and established shared goals, providing some parameters on how to work collaboratively is not enough (Baloche & Brody, 2017).

Another pedagogical practice that engages students is differentiated instruction. This practice supports the different abilities of students such as "rate of learning, language proficiency, literacy and numeracy skills—and then using this knowledge to adapt the way the curriculum and learning activities are presented. These differences also determine the amount of additional support individual students may need" (Westwood, 2016, p. 1). Differentiated instruction can also support students' prior knowledge and experience (Westwood, 2016). Differentiating instruction is difficult to implement and more difficult to sustain when teachers consider all the above factors because the teacher must apply and interpret the purpose and application correctly (Westwood, 2016).

Teaching and Assessment

The analysis of the data in this study showed that teachers have higher self-efficacy when implementing classroom management and instructional strategies and lower self-efficacy when implementing student-engagement strategies. In addition, the analysis of ACCESS for ELLs 2.0 reading proficiency-level test scores showed no correlation between the implementation of the three pedagogical practices (Wright, 2005)—classroom management, instructional strategies, and student engagement—and the reading-proficiency-level-score results of the ACCESS test at $p < .05$.

A relationship exists between teaching and assessment (Colley, 2008). Teachers are effective when instruction links to authentic assessment. In contrast, assessment does not have

any value if it is not based on instruction because assessment collects data about students' learning and performance, informing the teacher about whether to reteach or continue to a new lesson (Eberly Center, 2016). Assessments reveal how well students have understood the lesson, whereas instruction ensures students have learned the lesson. For learning to occur, learning objectives, instructional strategies, and the assessment should align to reinforce each other (Eberly Center, 2016).

Limitations and Assumptions of the Study

Although I tried to avoid limitations and assumptions, some occurred. This study was restricted to the analysis of the data gathered from the TSES and the ACCESS for ELLs 2.0 reading-proficiency-level scores from first through eighth grade and the data gathered from an open-ended questionnaire. This study had two sections: quantitative and qualitative. I used the quantitative section to collect an accurate sample, to collect results to generate numerical data, and to place results into usable statistics. In the qualitative section, the instrument used was the open-ended questionnaire, aiming to gather more reflective data from teachers about their daily pedagogical practices in classroom management, instructional strategies, and student engagement (Wright, 2005).

I assumed teachers may have felt more at ease talking directly to me through focus groups and interviews than filling out an impersonal survey and questionnaire that might bias their answers or prevent the majority of the teachers from answering the questionnaire. Only four teachers of 17 participated by answering the open-ended questionnaire. I assumed teachers were unsure what to answer or had not implemented the pedagogical practices in their classrooms; therefore teachers were not familiar with them. I felt they were intimidated by my anonymity, not having spoken with the teachers in person to explain the research and their roles in the study. The completion of the survey and the questionnaire were on a voluntary basis; consequently,

only those teachers who responded were participants in the study. Only one school participated from a large school district in Illinois. In addition, only teachers with the bilingual certificate, ESL endorsement, or monolingual teachers with ELs in their classrooms participated in the study.

The study was limited to 137 students designated as EL students and enrolled in the Transition Bilingual Education (TBE) and Dual Language (DL) program from first to eighth grade. I excluded Pre-K, Kindergarten, and ancillary teachers from the study because Pre-K students do not take the ACCESS for ELLs 2.0 test and Kindergarten students take a different form of the ACCESS test. I also excluded EL students with severe cognitive delay because they are administered a different form of the ACCESS test called Alternate ACCESS for ELLs. This study used a homogenous purposive sampling (as in Crossman, 2014). The study was also limited to teachers in one school and in one district in Illinois. The study did not consider the point of view of EL students or their parents regarding the education of the ELs in Illinois.

The research study was limited to one language domain: reading. Future research can be conducted in the remaining of the language domains listening, speaking, and writing. The limitation in the correlational data analysis between teacher responses on the survey (TSES) and test scores (ACCESS) is that I correlated only the first 17 test scores with teacher composite survey responses. To address this in future studies, more teacher survey data should be collected.

I may have had bias and made assumptions because I was an EL student and a bilingual and ESL teacher and administrator in the same district where the study was conducted. I had experience with EL students enrolled in the TBE and this was known to the participants. I also assumed that all responses given by participating teachers were accurate and factual.

Restated Purpose of the Study

This study was conducted to add new insights to the limited literature available that addresses teachers' self-efficacy when teaching ELs. Data accrued by having teacher participants complete a survey and an open-ended questionnaire regarding three important components in teaching practices that include classroom management, instructional strategies, and student engagement. When applied separately, each of these practices is effective, but when used in combination, they become a powerful interrelated teaching force that drives effective instruction (Evertson & Emmer, 2018). The main goal of this study was to discern if teachers' sense of self-efficacy impacts EL students' reading scores on a large-scale English-language-proficiency test administered in Illinois.

In this study, I collected and analyzed data from the TSES, the open-ended questionnaire, and the reading-proficiency-level scores from the ACCESS for ELLs 2.0 (WIDA, 2018) to understand positive areas of teachers' self-efficacy that drives effective instruction and challenging areas for teachers regarding self-efficacy that need improvement when teaching EL students. Additionally, the goal was to discern the impact self-efficacy could have on EL students' English-language proficiency. The analysis of the quantitative and qualitative data revealed some common patterns in teachers' responses on how to approach the instruction of EL students to improve their proficiency in English. Teachers felt high levels of self-efficacy when implementing classroom management and instructional strategies in their daily lesson and less self-confident when implementing student engagement activities that, according to the literature, are difficult to implement and sustain (Westwood, 2016; Baloche & Brody, 2017).

The patterns that emerged from this study include that teachers felt more self-confident when implementing classroom-management strategies and instructional strategies and less self-confident implementing student-engagement activities. The literature shows that even though

teachers can establish rules to management classroom behavior, they have many different ways to establish those rules. Most teachers have established a structure to provide for good behavior and impede bad behavior. The same is true for the implementation of instructional strategies in that most teachers plan them and make them part of their daily lesson plans (Marzano & Toth, 2014; Mulvahill, 2018). However, teachers have difficulty implementing student engagement that involves such practices as cooperative learning and differentiated instruction because they must take time and effort to implement and their sustainability is difficult to maintain (Westwood, 2016; Baloche & Brody, 2017).

This study added information about teachers' sense of self-efficacy in relation to the EL students that eventually impacts how teachers teach these students. Few studies that focused on teachers' sense of self-efficacy in relation to specific student populations because more attention has focused on the self-efficacy of teachers to teach all students in the three areas of classroom management, instructional strategies, and student engagement (Yough, 2008). In light of this gap in the research, I examined the perception of teachers' sense of self-efficacy with regard to their capacity to teach ELs in the three areas and how their self-efficacy impacts the English-reading-proficiency level of these students on an large-scale English-language proficiency test (ACCESS for ELLs 2.0). The results added insight into teachers' self-efficacy when teaching ELs in a bilingual–bicultural school in Illinois and whether their instructional practices impact ELs' reading-proficiency levels.

Implications

Teachers' sense of self-efficacy seems to influence effective instructional practices and student academic success (Donald, 2009; Dickie et al., 2014). A teacher's self-efficacy closely relates to some teacher characteristics such as persistence, enthusiasm, and commitment (Tschannen-Moran & Woolfolk Hoy, 2001a). The results of the study showed that an effect of

teacher self-efficacy on achievement did not emerge. Findings from the correlation of teachers' self-efficacy with the ACCESS for ELLs 2.0 showed low to no correlation between teacher perceptions of their self-efficacy and students' reading-proficiency-level scores on a large-scale English-language-proficiency test. This implies no impact of teachers' sense of self-efficacy on the reading-proficiency-level scores on the ACCESS for ELLs 2.0.

The findings for the TSES and the open-ended questionnaire revealed that the majority of teachers showed higher self-efficacy on the variables of implementing classroom-management strategies and implementing instructional strategies. They were perceived to have less self-efficacy on the variables of implementing student engagement activities with a mean of 6.0 and a standard deviation of 1.31. This suggests that most participating teachers in this participating school lacked a sense of self-efficacy regarding student engagement.

These results indicated that teachers needed to feel a sense of self-efficacy in implementing student engagement that could include two essential approaches: cooperative learning and differentiation. Teachers needed professional development on how to apply effective cooperative learning and to become familiar with the intricate process of a successful cooperative-learning implementation. According to the findings, teachers also need professional development, coaching, and modeling to implement differentiation activities with their students, especially with EL students who will greatly benefit from differentiation activities in English-proficiency levels (entering, beginning, developing, expanding, bridging, and reaching).

All three instructional practices—classroom management, instructional strategies, and student engagement—are part of a well-rounded classroom. When implemented together, they drive instruction to a successful academic outcome. When talking about the results of this study, readers need to proceed with caution due to the small number of participants.

Recommendations for Future Research

As levels of accountability increase regarding EL students, a future research project could replicate this study on how well EL students perform on the PARCC standardized test administered in Illinois (ISBE, 2018). Score results of districts' PARCC could be used to compare and contrast them to the teachers' sense of self-efficacy. Another study could be conducted on teachers' sense of self-efficacy and the impact on EL students who are Diverse Learners. A study could be done through interviews, focus groups, and surveys, as well as monitoring and collecting data on student progress. Finally, another potential study would be a qualitative study of EL students' perceptions of their education. A focus group or interviews could be used to discover students' understanding of their own experiences.

In conclusion, any researcher interested in teachers' sense of self-efficacy and the EL students will add valuable research into this important area of education, augmenting the limited literature on this topic.

Conclusion

I conducted this research study because I wanted to learn more about the relationship between teachers' sense of self-efficacy in instructional practices for ELs and whether teachers' self-efficacy correlated with students' academic performance on a large-scale English-language-proficiency test. After analyzing the quantitative data, I found no statistical significance between teachers' self-efficacy and their instructional practices in classroom management, instructional strategies, and student engagement. I also found no significant relationship between any of the TSES survey composite results and the reading-proficiency-level scores of EL students from the ACCESS for ELLs 2.0 test (WIDA, 2018).

The analysis of the qualitative data revealed that teachers have high self-efficacy in setting up classroom-management strategies and in using an array of different instructional

strategies but had difficulty answering the last question in the open-ended questionnaire addressing student engagement. Only one teacher answered this question of 17 who participated in the research. This result showed that teachers needed to feel a sense of self-efficacy when implementing student engagement in their classrooms. Teachers need professional development on how to apply effective cooperative learning and learn the intricate process of a successful cooperative learning implementation (Baloche & Brody, 2017). Teachers also need training, coaching, and modeling to raise their sense of self-efficacy to assure that they can implement differentiation activities in their classrooms (Westwood, 2016). All three pedagogical practices—classroom management, instructional strategies, and student engagement—are part of a well-rounded classroom.The implementation of theses three instructional practices drive instruction to a successful academic outcome (Evertson & Emmer, 2018).

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APPENDIX A

HIGH COGNITIVE INSTRUCTIONAL STRATEGIES

Close examination of student reasoning of content: Opportunities for students to debate, defend and closely examine self-reasoning of content and its associated information, process and/or procedures. This strategy allows students to examine their own reasoning and evaluate the summation of logical arguments of their analysis of content and their own thinking.	Direct Reading-Thinking Activity The DRTA is a discussion format that focuses on making predictions. It requires students to use their background knowledge, make connections to what they know, make predictions about the text, set their own purpose for reading, use the information in the text and then make evaluative judgments. It can be used with nonfiction and fiction texts.
Assisting students with analyzing correlations and contrasting ideas of content: This strategy is the very crux of cognitive complexity. When students can compare content through analogies, metaphors and classification, this categorizing of the enduring understanding will ensure the expansion of the content. In addition, students should also use the knowledge to resolve real problems.	Comparison Matrix: ▪ The subjects/categories/topics/titles of literature etc. are notated across the top row of boxes. ▪ The attributes, characteristics, details, down the left column of boxes. ▪ Students recognize the similarities and differences between the provided topics and details.
Reinforcement of enduring strategies, techniques and processes: Students are displaying the increasing assurance and ability to implement strategies, techniques and processes. Students are displaying volubility and different ways of constructing strategies, techniques and processes.	I Do, We Do, You Do ▪ *I Do*— Students are introduced to a new idea/concept through modeling by instructional leader. ▪ *We Do*— Students are given a block of time to independently practice concept/strategy with guidance and/or coaching. Students are encouraged to keep a repertoire of concepts and strategies to reference. ▪ *You Do*— Students are given autonomy in concept/strategy to use in skill review. This process is best used in Writing and Reading fluency and comprehension.
Pushing students' responses with scaffold questioning strategies: This strategy is the intentional progression of higher order thinking questions to support students broadening of thinking about content. Students' annotation of evidence is essential with this strategy.	Question/Answer Relationship: QAR is a strategy that targets the question "Where is the answer?" by having the classroom teacher and eventually the students create questions that fit into a four-level thinking guide. The level of questions requires students to use explicit and implicit information in the text: ▪ First level: "Right There!" answers. Answers that are directly answered in the text. ▪ Second level: "Think and Search." This requires putting together information from the text and making an inference. ▪ Third level: "You and the Author." The answer might be found in the student's background knowledge but would not make sense unless the student had read the text. ▪ Fourth level: "On Your Own." Poses a question for which the answer must come from the student's own background knowledge.

Assisting in notating and depicting knowledge: Students develop their own depiction of content and processes that they are immersing in. Mathematical, cognitive, and complex representation of content models are needed in order to support rigorous standards.	Visualizing to Monitoring for Meaning: Good readers create visual images or pictures in their minds as they are reading. Visualizing helps enhance a student's comprehension and memory of the text. Texts that evoke strong emotions often do so because readers can picture a particular situation.
Assisting students with expanding on content: This strategy is focused on supporting students' interpretation about information that is given in class, essentially asking the students to provide evidence and anecdotal discourse in support of their inferences.	Semantic Map A visual presentation of a person's knowledge of and experiences with an identified concept. Creating a semantic map activates background knowledge and encourages making predictions about the text to be read and then justify or adjust inferences according to what has been read/studied.
Supporting the process of content: Students in cooperative groups are consistently engrossed in the refinement and development of conclusions about the content. This is the facilitation of students "unpacking" content. The students are doing the heavy lifting of the development of understanding of the content, not the traditional discussion or lecture by the teacher.	Socratic Seminars Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music, through dialogue with each other, with little to no facilitation of the teacher. After "reading" the common text, open-ended questions are posed that allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.
Cooperative opportunities to interface with content: Students are given opportunities through cooperative learning experiences to connect with the content through cognitively challenging and/or real life application of skills and content.	Jigsaw Cooperative Group Strategy: Students start out in a home group reading the same text with guiding comprehension and jigsaw group questions - What is this text telling me? How can I explain the text in my own words to inform others? Students are then placed in jigsaw groups to inform the group of their piece of the jigsaw content and to review/analyze whole concept questions.
Conduct preliminary review of new content: Opportunities for students to engage in content through analyzing and access of prior knowledge.	Chapter Tour: Before, During and After: Reading-around-the-text is a pre-reading strategy used to preview text. During the text preview students review pictures and captions, any bold-faced wording or phrases that are underlined. Students may even read the first paragraph to begin to predict what the author may be trying to convey.
Recognition of the importance of the content: This strategy is the crux of rigorous instruction. The identification of content that is captious to new information, to reviewing content, and when conducting activities designed for higher order thinking. It is important to identify the importance of the content when students are inferring and hypothesizing content.	Spotlight Venn Diagram Teacher uses a Venn Diagram to capture spotlight content that is the most crucial to the subject.

Source: *Teaching for Rigor: A Call for a Critical Instructional Shift,* by R. Marzano & M. D. Toth, 2014 (A Learning Sciences International/Marzano Center Monograph), retrieved January 16, 2016, from https://www .marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

APPENDIX B

TEACHER SELF EFFICACY SURVEY

	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Source: Teacher Efficacy: Capturing an Elusive Concept, by M. Tschannen-Moran & A. Woolfolk Hoy, 2001, *Teaching and Teacher Education, 17,* 783–805, doi:10.1016/S0742-051X(01)00036-1

APPENDIX C

OPEN-ENDED QUESTIONNAIRE

1. What are some of the classroom management strategies that you have in place when students, including the English Learners, are disruptive or when they are following the classroom rules? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)

2. What are some of the high level cognitive strategies that you are implementing in your daily lessons for the students, including the English Learners? (Are your practices the same for EL students and non-EL students? Please describe how the practices are similar or different.)

3. How do you engage students in the classroom activities including the English Learner students who have an ACCESS score below proficiency level or who are New-Comers? (Are your practices the same for EL students and non-EL students?). Please describe how the practices are similar or different.

APPENDIX D

PERMISSION LETTER TO USE THE TEACHERS' SENSE OF EFFICACY SURVEY (TSES) INSTRUMENT

Contact Form from anitawoolfolkhoy.com	x	
Anita Woolfolk Hoy <anitahoy@mac.com>		Aug 20 (2 days ago)
to me		

You're welcome to use the TSES in your research.

Anita

Anita Woolfolk Hoy, PhD
Professor Emerita
The Ohio State University
7655 Pebble Creek Circle, Unit 301
Naples, FL 34108
anitahoy@mac.com
415-640-2017
http://u.osu.edu/hoy.17/

On Aug 20, 2015, at 5:17 AM, Mirtha E. Quintana-Toomey <wordpress@anitawoolfolkhoy.com> wrote:

Name: Mirtha E. Quintana-Toomey
Email: mequintana-toomey@cps.edu

Comment: Dear Dr. Woolfolk Hoy,

I am a doctoral student at DePaul University in Chicago and I would like to use in my research the TSES that you developed. I would like you to send me via e-mail your letter of permission to use the instrument.

Thank you so much for your help in advance,

Mirtha

Time: August 20, 2015 at 12:17 pm
IP Address: 107.221.84.208
Contact Form URL: http://anitawoolfolkhoy.com/contact/
Sent by an unverified visitor to your site.

Quintana-Toomey, Mirtha <mequintana-toomey@cps.edu> Aug 20, 2015

to Anita

Thank you so much!

Mirtha
Mirtha E. Quintana-Toomey, M.A, M.Ed
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APPENDIX E

PRINCIPAL'S CONSENT REQUEST LETTER FROM RESEARCHER

Date_____

Dear _____, Principal

I am a doctoral student with the University of DePaul in Chicago. I am writing to request permission to conduct research in your school. My research aims to seek teachers' self-efficacy and its impact in English Learner (EL) student's language performance in reading in a large-scale language proficiency test, ACCESS for ELLs 2.0. This topic is important to education as there is a large population of EL students that are enrolled in schools in your school district.

Upon your permission, I will send a transcript for you to read to the teachers with a link to complete the research instruments on line Once the teacher click the link, they will be able to see an information letter to the teachers, requesting their participation in this study. The teachers will have the opportunity to answer questions about their own self-efficacy with EL students. Teachers will complete a self-efficacy survey and an open-ended questionnaire. I will be sure to protect the anonymity of the teachers during my research, and I will strictly adhere to the DePaul University's IRB research guidelines throughout this process. After my research is completed, I would be more than happy to share this data with you.

If you would like any additional information or have questions, please contact me at (773) 895-9340 or toomeymirtha@yahoo.com. To grant your permission, please sign the bottom of this form and place the letter in a sealed envelope that I will pick up at the school.

Attentively,

Mirtha E. Quintana-Toomey, M.A., M.Ed.

APPENDIX F

PRINCIPAL'S SCRIPT

Teachers' Sense of Self-Efficacy and Its Impact on English Learner Students' Reading Proficiency-Level Scores on a Large-Scale Language Proficiency Test: A Mixed-Method Design

I would like to announce to the faculty that the school will be participating in a research by DePaul University conducted by Mrs. Quintana-Toomey. The Principal Investigator is asking you to participate in this study because you teach English Learner students. The main benefits of your participation in this study are the research findings that will identify how teacher's self-efficacy in classroom management, instructional strategies, and student engagement impact English Learner student's English language proficiency in reading in a large-scale English language proficiency test, ACCESS for ELLs 2.0. It will add to the limited research in regard to teacher's self-efficacy teaching EL students. The data will be collected by grade level cluster (Grade 1-2), (Grades 3-5), (Grades 6-8) and not by individual classroom, teacher or student.

Prior to agreeing to participate in this study, you will be asked to read an information sheet. Should you decide to participate in the study after reading the information sheet, you will complete an electronic survey and an open-ended questionnaire. You will spend approximately 20 minutes total time for both activities.

You are receiving an electronic link to the information sheet, the survey and the questionnaire; please follow this link https://www.surveymonkey.com/r/6QFV27J

to read the information sheet and to complete the survey and the questionnaire. Please take a few minutes to read the information sheet. Once you finish reading the information sheet and you wish to participate, kindly complete the survey and the questionnaire and click the submit button. If you do not wish to participate, please do not click the submit button.

Any questions you have concerning the research study or your participation in the study, before or after your consent, will be answered by Mirtha E. Quintana-Toomey at (773) 895-9340 or at toomeymirtha@yahoo.com.

APPENDIX G

INFORMATION SHEET FOR PARTICIPATION IN THE RESEARCH STUDY

Teachers' Sense of Self-Efficacy and Its Impact on English Learner Students' Reading Proficiency-Level Scores on a Large-Scale Language Proficiency Test: A Mixed-Method Design

Principal Investigator: Mirtha E. Quintana-Toomey, College of Education, graduate student

Institution: DePaul University, USA

Faculty Advisor: Dr. Gayle Mindes, Ed.D, College of Education

I am conducting a research study because I am trying to learn more about the relationship between teachers' sense of self-efficacy in instructional practices for English Learners and whether there is a relationship to students' academic performance. You will not be identified and all data will be aggregated to examine the trends. The data will be collected by grade level cluster (Grade 1–2), (Grades 3–5), (Grades 6–8) and not by individual classroom, teacher or student.

This study will focus specifically on EL students' performance in reading scores on one large-scale English language proficiency test in one school located in a large metropolitan public school district in Illinois; the school will not be identified by name. The goal is to know how teachers' sense of self-efficacy in classroom management, instructional strategies, and student engagement correlates with EL students' English language proficiency, specifically in reading in a large-scale English language proficiency test. The test scores will be obtained from the Research and Evaluation Department.

I am asking you because you have a bilingual certificate and/or English as a Second Language (ESL) endorsement or you are monolingual teachers with or without ESL endorsement, currently teaching English Learner (EL) students. If you agree to be in this study, you will be asked to fill out a survey and complete an open-ended questionnaire. The survey has

24 questions in a Likert scale of 1(Nothing) to 9 (A Great Deal). The survey includes questions related to classroom management, instructional strategies and student engagement. The open-ended questionnaire has 3 questions related to teachers' sense of self-efficacy in regard to classroom management, instructional strategies, and student engagement. The survey and the open-ended questionnaire will be completed on line.

This study will take less than 10 minutes of time to fill out the survey and less than 10 minutes of time to complete the open-ended questionnaire. Both activities will take approximately 20 minutes total time to complete. Research data collected will be confidential. You will be assigned a code number instead of using your names that will only be known by the Principal Investigator.

Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or if you change your mind later after beginning the study. You can withdraw your participation at any time prior to submitting the survey and the open-ended questionnaire. If you change your mind later while answering the survey and the open-ended questionnaire, you may simply exit the survey and the open-ended questionnaire. The survey and the open-ended questionnaire are confidential.

Once responses are submitted, you cannot withdraw because the data will be collected and combined with other data. The Principal Investigator will not be able to remove data after it has been submitted. It is crucial that if you feel that you do not want to participate, you should not submit the data. Your decision to participate in the research or not to participate in the research will not affect your status, employment or evaluation scores at your school.

If you have questions, concerns, or complaints about this study or you want to get additional information or provide input about this research, please contact Mirtha E. Quintana-Toomey, Principal Investigator, at (773) 895-9340 or by email at toomeymirtha@yahoo.com.

If you have questions about your rights as a research subject, you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu. You may also contact DePaul's Office of Research Services if:

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

In addition to the electronic copy, you will receive a copy of the information sheet to keep for your records.

By completing the survey and the questionnaire, you are indicating your agreement to be in the research.

Version: November 28, 2017

APPENDIX H

THANK YOU E-MAIL TO THE TEACHERS

Subject: Participation in a Research Study

Dear Teachers,

I greatly appreciate your time in completing the research instruments. Your experience constitutes valuable information that can add significance to the findings of this study. If you have any questions, please contact me at toomeymirtha@yahoo.com or call me at (773) 895-9340 (cell).

Best regards,

Mirtha E. Quintana-Toomey, M.A, M.Ed.

APPENDIX I

PARENTAL/GUARDIAN PERMISSION FOR CHILD'S PARTICIPATION IN RESEARCH

Teachers' Sense of Self-Efficacy and Its Impact on English Learner Students' Reading Proficiency-Level Scores on a Large-Scale Language Proficiency Test: A Mixed-Method Design

January ____, 2018

Dear Parents/Guardians:

My name is Mirtha E. Quintana-Toomey and I am a doctoral candidate at DePaul University. I am asking you to allow me to collect some basic educational information about your child from his/her school as part of a research study. Students enrolled in the Transitional Bilingual Program (TBE) at the school from 1st grade through 8th grade will be participating in this study.

PURPOSE:

I am trying to find out if there is a significant impact between the teacher self-efficacy in instructional strategies, classroom management, and student engagement with the English Learner (EL) student language proficiency in reading in a large-scale language proficiency test.

COLLECTION OF DATA:

The English language proficiency test, Assessing Comprehension and Communication in English State-to-State for ELLs 2.0 (ACCESS for ELLs 2.0) reading scores will be collected to know if there is any significant impact between teacher self-efficacy and EL student proficiency on the test. This test is only administered to students enrolled in the Transitional Bilingual Education Program in the school. The data will be collected by grade level cluster (Grade 1-2), (Grades 3-5), (Grades 6-8) and not by individual classroom.

PARENTAL PERMISSION:http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

If you agree to allow your child to be in this study, I will have access to your son's/daughter's school records, in order to review the test scores in the ACCESS for ELLs 2.0 test. You will need to sign and return to the school the signed permission form that will allow the researcher to include your child's information in the study Whether or not your child brings the signed permission form to the school; he/she will be participating in an extra recess.

RISKS AND CONFIDENTIALITY: http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

There are minimal risks associated with the collection of this information about your child, including a breach of confidentiality. I will take every precaution to protect your child's confidentiality. At the time of data collection, your child's name and other identifying information will be removed, so that no one will be able to tell from which child the data came.http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

All information collected about your child in this research study will be kept strictly confidential, and any report of this research will not identify your child personally in any way.http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

BENEFITS:

Although there are no direct benefits associated with your child's participation in this study, we hope the results of this study will contribute to the literature on how EL teacher self-efficacy impact on EL student academic language performance in reading in a large-scale language proficiency test. The findings and result of the study will create an addition to the limited literature about this subject.

WITHDRAWAL PRIVILEGE:

If you do not wish your child to be in this study, your child does not have to participate. Remember, your child's being in this study is up to you.http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

MORE INFORMATION:

You can ask any questions that you may have about this study. Please don't' hesitate to call me at the following cell phone number: 773-895-9340 or e-mail me at toomeymirtha@yahoo.com.

RESEARCHER'S RESPONSIBILITY

I have fully explained to parent/guardian, the nature and purpose of the above described research procedures and the risks and benefits involved in its performance. I will answer all questions to the best of my ability. I will inform the participants of any changes in the procedures or risks and benefits if they should occur during or after the course of this study. I have provided a copy of permission form for the parent/guardian.

Researcher's Signature _____ Date _____

Parental/Guardian Permission Form:

Before signing this form, please refer back to the information above and make sure your questions have been answered by the researcher. If you are satisfied with the information provided to you and the answers to your questions, please sign your name at the bottom of this

form to allow your child to be in this study. You should keep a copy of this form for yourself and return a signed copy with your child.

PERMISSION:

http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418I have been satisfactorily informed of the above described procedure with its possible risks and benefits. I agree to allow my child _____ _____ http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418(print child's full name) to participate in this research study.
I understand that my child's participation in this research study is voluntary and that I am free to stop his/her participation at any time, without any consequences, even after signing this form. I have been offered a copy of this form.

Name of Parent/Guardian (please print):
_____http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418
Parent/Guardian's signature: _____
Date: _____http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADSA_enUS418US418

APPENDIX J

PERMISO DE LOS PADRES /TUTORES PARA LA PARTICIPACIÓN DEL NIÑO/A

EN LA INVESTIGACIÓN

LOS ESTUDIANTES DE INGLÉS COMO SEGUNDO IDIOMA EN LAS PUNTUACIONES DE LECTURA EN UNA PRUEBA DE COMPETENCIA EN INGLÉS COMO SEGUNDO IDIOMA A GRAN ESCALA; UN DISEÑO DE MÉTODO MIXTO

Enero_____, 2018

Queridos Padres/Tutores:

Mi nombre es Mirtha E. Quintana-Toomey y soy una candidata al doctorado en la universidad de DePaul. Le pido que me permita recopilar información educativa sobre su hijo/a de su escuela como parte de un estudio de investigación. Los estudiantes inscritos en el Programa Bilingüe de Transición (TBE) en la escuela desde 1 ° grado hasta 8 ° grado participarán en este estudio.

PROPÓSITO:

Estoy tratando de averiguar si existe un impacto significativo entre la auto-eficacia del maestro en las estrategias de instrucción, el manejo del aula y el compromiso del estudiante con el dominio del idioma inglés de los alumnos bilingües en lectura en una prueba del dominio del idioma a gran escala.

COLLECCIÓN DE LA DATA:

La puntuación de lectura de la prueba de dominio del idioma inglés, Evaluación de Comprensión y Comunicación en Inglés de Estado a Estado para ELL 2.0 (ACCESS para ELL 2.0), se recopilará para saber si hay algún impacto significativo entre la auto-eficacia del maestro y el dominio en inglés del alumno bilingüe en la prueba. Esta prueba sólo se administra a los estudiantes inscritos en el Programa de Educación Bilingüe de Transición en la escuela. La data se recopilará por conglomerados de nivel de grado (Grado 1-2), (Grados 3-5), (Grados 6-8) y no por aula individual.

PERMISO DE LOS PADRES:

Si acepta permitir que su hijo participe en este estudio, tendré acceso a los registros escolares de su hijo para revisar los puntajes de las pruebas en el examen ACCESS para ELL 2.0. Tendrá que firmar y devolver a la escuela el formulario de permiso firmado que le permitirá al investigador incluir la información de su hijo en el estudio si su hijo trae el formulario de permiso firmado a la escuela o no; él / ella participará en un receso adicional.

RIESGOS Y CONFIDENCIALIDAD:

Existen riesgos mínimos asociados con la recopilación de esta información sobre su hijo, incluyendo una violación de la confidencialidad. Tomaré todas las precauciones para proteger la confidencialidad de su hijo. En el momento de la recopilación de datos, se eliminará el nombre de su hijo y otra información de identificación, para que nadie pueda saber de qué niño/a provienen los datos.

Toda la información recopilada sobre su hijo en este estudio de investigación se mantendrá estrictamente confidencial, y cualquier informe de esta investigación no identificará a su hijo personalmente de ninguna manera.

BENEFICIOS:

Aunque no hay beneficios directos asociados con la participación de su hijo/a en este estudio, esperamos que los resultados de este estudio contribuyan a la literatura sobre la auto-eficacia de los maestros y su impacto en el rendimiento del lenguaje académico de los estudiantes bilingües en la lectura en inglés en una prueba de competencia a gran escala. Los hallazgos y el resultado del estudio crearán una adición a la literatura que es limitada sobre este tema.

PRIVILEGIO DE RETIRO:

Si no desea que su hijo participe en este estudio, su hijo no tiene que participar. Recuerde que el hecho de que su hijo participe en este estudio depende de usted.

MÁS INFORMACIÓN:

Puede hacer cualquier pregunta que tenga sobre este estudio. Por favor no dude en llamarme al siguiente número de teléfono celular: 773-895-9340 o envíeme un correo electrónico a.

RESPONSABILIDAD DEL INVESTIGADOR

Le he explicado completamente al padre/tutor, la naturaleza y el propósito de los procedimientos de investigación descritos anteriormente y los riesgos y beneficios involucrados en su desempeño. Responderé todas las preguntas lo mejor que pueda. Informaré a los participantes sobre cualquier cambio en los procedimientos ó riesgos y beneficios si ocurrieran durante o después del curso de este estudio. He proporcionado una copia del formulario de permiso para el padre/tutor.

Firma del investigador: _____ Fecha: _____

FORMULARIO DE PERMISO DE LOS PADRES/TUTORES:

Antes de firmar este formulario, consulte de nuevo la información anterior y asegúrese de que el investigador haya respondido a sus preguntas. Si está satisfecho con la información que le brindé y las respuestas a sus preguntas, firme su nombre en la parte inferior de este formulario para permitir que su hijo participe en este estudio. Debe conservar una copia de este formulario y devolver una copia firmada con su hijo.

PERMISO:

He sido informado satisfactoriamente sobre el procedimiento descrito anteriormente con sus posibles riesgos y beneficios. Acepto permitir que mi hijo (escriba el nombre completo del niño) _____participe en este estudio de investigación.

Entiendo que la participación de mi hijo en este estudio de investigación es voluntaria y que soy libre de detener su participación en cualquier momento, sin ninguna consecuencia, incluso después de firmar este formulario. Me han ofrecido una copia de este formulario.

Nombre del Padre/Tutor (por favor de imprimir): _____

Firma del Padre/Tutor: _____

Fecha: _____

APPENDIX K

PRINCIPAL'S CONSENT LETTER TO RESEARCHER

School Letter Head

Date_____

Dear Ms. Quintana-Toomey,

As principal of _____Elementary School, I provide consent for you to conduct your research study at Whittier. I understand that your study aims to seek teachers' self-efficacy and its impact on English Learner (EL) students' language performance in reading on a large-scale language proficiency assessment such as ACCESS for ELLs 2.0. In addition, I am aware that you will send teachers at Whittier an on line letter and survey link requesting their participation in this study. Furthermore, I understand I that teachers will complete a self-efficacy survey and an open-ended questionnaire and that you will protect the anonymity of the teachers.

I can be reached at _____or by e-mail at _____ if you have any questions.

Sincerely,

_____

Principal

MIRTHA E. QUINTANA-TOOMEY

PROFESSIONAL EXPERIENCE

Bilingual Educator-ESL/Middle School	2016–2017
Bilingual Educator-ESL/Spanish World Language, K–Grade 8	2015–2016
Bilingual Educator-ESL/Math & Science, Grade 4	2014–2015
Bilingual Educator-ESL/Spanish World Language, K & Grade 4	2013–2014
Bilingual Lead Teacher/Bilingual Educator-Kindergarten	2012–2013
Professional Development Specialist	2009–2011
Bilingual Instructional Specialist	2006–2009

EDUCATION

Ed.D.	DePaul University, Chicago, Illinois	graduation June 2018
M.Ed.	Loyola University, Chicago, Illinois Administration and Supervision	1998
M.A.	Roosevelt University, Chicago, Illinois, Spanish Literature	1982
B.A.	Northeastern Illinois University, Chicago, Illinois Foreign Languages (Spanish, French) minor in Italian	1980

CERTIFICATES, APPROVALS AND ENDORSEMENTS

General Administration and Supervisory Licenses	1998
Bilingual Certificate and English as a Second Language Endorsement	1996
Upper Elementary / Jr. High Endorsements (Spanish, French, Italian; Business, Marketing and Management; Language Arts)	1993
Elementary K–9 License	1992
Foreign Language License (Spanish, French & Italian)	1992

RESPONSIBILITIES/ACCOMPLISHMENTS

- Middle School English Learners improved their ACCESS for ELLs 2.0 by 90%
- Highest scores in DIBELS & Reach Performance Tasks in the Kindergarten class
- Citywide Spanish Oratory Competition Coordinator
- Developed and Coordinated a partnership with Northeastern Illinois University for 26 Pre-K teachers to obtain their ESL/Bilingual endorsements
- 100% compliance with the State and Federal mandates in all 24 bilingual elementary schools from Areas 12 & 13
- Exemplary Evening High School
- Programs to Juarez High School/Graduating 95% of the students in the program.

PROFESSIONAL ORGANIZATIONS

Golden Key International Honor Society; Sigma Delta Pi; Pi Delta Phi; Gamma Kappa Alpha; Illinois Association for Multicultural Education