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Deborah Montoya

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Walden University
2018

Abstract

Self-Efficacy of Novice and Experienced Special Education Teachers

of English Learners

by

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Special education teachers in California acquire advanced degrees, credentials, and authorizations to serve students with disabilities who are English language learners (SWD-ELLs), yet continue to be challenged to meet the complex instructional needs of these students. Performance on statewide tests of achievement show continued disparities between the academic achievement of SWD, ELLs, and their non-disabled English-only speaking peers. Bandura's theory of self-efficacy was the theoretical foundation for this research study given that teachers' perceptions of their abilities across the span of their careers can directly affect the achievement of their students. To compare and examine the self-reported sense of self-efficacy of special education teachers in California who serve SWD-ELLs, a concurrent mixed methods design was used. Quantitative, Analysis of variance (ANOVA) and F-tests were utilized to determine statistical significance between the self-reported ratings of novice and experienced special education teachers (N=67) on the Teachers' Sense of Self Efficacy Scale (TSES) questionnaire. Statistically significant differences between the 2 groups of teachers were not found. Coding and thematic analysis of teachers' responses to qualitative open-ended questions resulted in teachers reports of having received some training related to teaching SWD-ELLs. Both teacher groups also expressed a desire for mentorship, in-class coaching, collaborative training with parents, and cooperative training with general education teachers, to increase their ability to meet the complex instructional needs of SWD-ELLs. Results of this study provides educational leaders with insight regarding the needs of special education teachers in California to effectively increase educational outcomes for SWD-ELLs.

Dedication

I dedicate my work to my amazing family. My wonderful husband Ynes, my son Tony, and my daughter Annelyse. You continuously motivate me, even when this work has taken me away from quality time with each of you. Thank you for your encouragement to persist through this journey. You are everyday reminders of how truly blessed I am. My family, to also include my parents, sisters, grandparents, and parents-in-law have all contributed to my faith, determination, and dedication to serve and serve well. Thank you, Mom, I love you; for teaching me the virtues of hard work and always making me feel like I could accomplish anything. You all fill my heart with true joy and love.

Acknowledgments

I am thankful for the many blessings God has bestowed upon me. Thank you to all who have assisted, encouraged, and supported me throughout my life and in this path to complete my doctoral degree. My entire family has stood by me throughout this process, their belief in me, unfailing. I am also grateful to be surrounded by such a caring family of colleagues and friends, and those who have mentored me throughout my career (Michael McFadden, Angela McNeece, Juan Cruz, and Amanda Brooke). I have learned so much from your leadership, both professionally and personally. Their acts of kindness, support, words of wisdom, dedication to the field of education and the children of our community, is inspiring.

Thank you, Dr. Shoemaker and Dr. Schroll, for the on-going advisement. I have been challenged to further my work, where your insightfulness has encouraged me in my quest to enhance knowledge, understanding, services, and supports for students with disabilities, and the staff who serve them.

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Chapter 1: Introduction to the Study

Decades of research has shown a direct connection between teachers' sense of self-efficacy and student achievement (Bandura, 1977, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Specifically, the research of Bandura (1977; 1997) and Tschannen-Moran and Woolfolk Hoy (2001) has shown that increased levels of teacher self-efficacy can result in the increased achievement of their students. Teacher self-efficacy has also been found to be context specific, varying across teachers' years of experience, content taught, and/or variances in the learning styles or backgrounds of students served (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001).

The variances in backgrounds and languages spoken by students in United States schools has dramatically changed, and there has been a 51% increase in English language learners (ELLs) since 1998 (August, Estrada, & Boyle, 2012). California, which serves the largest population of ELLs, is estimated to have over 1.3 million ELLs enrolled in their K-12 public schools (Jacobs & Hatrick, 2016). Approximately 20% of all ELLs in California are dually identified students with disabilities (SWD) (Price & Brown, 2016). For the purposes of this study, I have use the acronym SWD-ELLs to refer to students who are dually identified as SWDs and ELLs.

The ever-changing educational landscape of the United States creates challenges for teachers who serve students with varied needs, such as differing learning styles, learning capabilities, ethnic and cultural backgrounds, socio-economic status, and language differences. Many of these teachers are special education teachers who have earned advanced degrees and certifications to serve SWD and have also obtained

additional certifications or authorizations to teach SWD-ELLs. Despite their level of education, certifications, and training, special education teachers have continued to report significant challenges with accommodating and modifying curriculum and instruction for SWD-ELLs (Pompa & Thurlow, 2013). Thus, there is an on-going need for special educators who are adeptly prepared to serve SWD-ELLs.

By developing an understanding of the perceptions of special education teachers in California, whether novice or experienced, leaders can work to support and improve their teachers' feelings of success. In turn, support of teachers can greatly impact the achievement of their students. Therefore, I conducted this concurrent mixed methods research study to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. I also conducted this study to determine what training and supports these teachers had already received, and what they believe is still needed to improve their sense of self-efficacy and capability to serve SWD-ELLs.

Chapter 1 includes an overview of the history related to the educational needs of SWD, ELLs, and SWD-ELLs, and the on-going struggle of their teachers to facilitate students' academic achievement. The elusive quest for parity and equity of curriculum and instruction in the United States for SWD, ELLs, and SWD-ELLs, is further discussed, followed by the problem, purpose, research questions, hypothesis, theoretical foundation, and significance of this research study. The results of the study could provide insight to all those working with and leading others in the field of special education regarding the actual needs of special education teachers who serve SWD-ELLs in

California.

Background

The Elementary and Secondary Education Act of 1965 (ESEA) addressed the need for equitable access to quality education for ELLs who were also from low socio-economic backgrounds. Subsequently, case law (*Lau v. Nichols*, 1974) led to the amendment of the ESEA, setting the stage for equity of instruction for students who require accommodations due to their second language acquisition needs. Public Law 94-142 in 1975 (now the Individuals with Disabilities Education Improvement Act of 2004 [IDEA 2004]) quickly followed, paving the way for SWD to receive a free and appropriate public education. Even though these mandates were enacted over 50 years ago, SWD, ELLs, and SWD-ELLs continue to be misidentified, underserved, and their schools lacking in resources (Aron & Loprest, 2012; Jimenez-Castellanos & Topper, 2012; Salomone, 2012).

The significant increase of ELLs and their educational needs has gained a considerable amount of attention across the nation. United States Secretary of Education John B. King Jr. addressed the significant issues faced by ELLs stating, “In too many places across the country, English learners get less access to quality teachers, less access to advanced coursework, and less access to the resources they need to succeed” (United States Department of Education Press Office, 2016, p. 1). The lack of access described could be, in part, related to the historically poor assessment results of ELLs in core content areas. For instance, the National Assessment of Educational Progress (NAEP) showed that there has been a remarkable and continuous achievement gap between ELLs

and their non-ELLs peers since 1998 (United States Department of Education, National Center for Education Statistics [NCES], 2015).

In California, similar results were found in the 2015 results of the California Assessment of Student Performance and Progress (CAASPP). CAASPP results indicated that more than 60% of students in each respective subgroup of ELLs and SWD, did not meet standards in English/language arts and mathematics (California Department of Education [CDE], 2015a). The CAASPP and NAEP results clearly show that SWD-ELLs are continuing to struggle academically. SWD-ELLs will continue to demonstrate meager academic achievement, until educational leaders can determine new ways to support special education teachers who strive to serve the compounding language and learning needs of SWD-ELLs.

The ESEA, which previously included the No Child Left Behind Act (NCLB), may have faltered as it set out to close achievement gaps and ensure highly qualified teachers for all students. Despite this measure for reform, ELLs continued to fall behind their non-ELL peers, and teachers continued to not be highly qualified (Kamenetz, 2014; United States Department of Education, Office of English Language Acquisition, 2016). The recent amendment of the ESEA, the Every Student Succeeds Act (ESSA) of 2015 which replaced NCLB, promised greater opportunities for all students to receive equity and parity of quality instruction provided by highly qualified teachers (United States Department of Education, 2016). Because of the ESSA, all states, including California, are working towards the development of plans to address the facets of the ESSA which include, but are not limited to, improving outcomes for ELLs, and providing professional

development for teachers and their leaders (Price & Brown, 2016). Targeted and intensive professional development could facilitate teacher capacity, and increase the sense of self-efficacy of special education teachers of SWD-ELLs.

Bandura (1977, 1997) and Tschannen-Moran and Woolfolk Hoy (2001) found that teacher capacity, or mastery of skills, supports the unique interplay between teachers' sense self-efficacy and the achievement of their students. Recently, researchers have sought to determine how teacher self-efficacy affects teacher and student performance. Such research has resulted in a range of studies related to the sense of self-efficacy of novice and/or experienced teachers working under varying contexts and in differing content areas (Devos, Dupriez, & Paquay, 2012; Dicke et al., 2014; Holzberger, Philipp, & Kunter 2013; Holzberger, Philipp, & Kunter, 2014; Jamil, Downer, & Pianta, 2012; Klassen & Durksen, 2014; Klassen & Tze, 2014; Kraut, Chandler, & Hertenstein, 2016; Lastrapes & Negishi, 2012; Malinen et al., 2013; Meristo & Eisenschmidt, 2014; Shaukat & Iqbal, 2012; Shohani, Azizifar, Gowhary, & Jamalinesari, 2015). However, few researchers have specifically addressed the self-efficacy of special education teachers, let alone that of special education teachers who serve SWD-ELLs. Therefore, this research study aids in the process of determining (a) the self-reported levels of self-efficacy of special education teachers who serve SWD-ELLs, and (b) what professional development special education teachers have received and feel is still needed to increase their ability and sense of self-efficacy to meet the complex instructional needs of SWD-ELLs in California.

Problem Statement

The problem is that teachers of SWD-ELLs have limited training and preparation to serve this population of students (Park & Thomas, 2012). Researchers have indicated that teachers of SWD report feelings of low self-efficacy, and have lower achievement expectations for SWD (Cameron & Cook, 2013; Shohani et al., 2015). However, little is known about the self-efficacy of special education teachers of dually identified SWD-ELLs. Even though California requires special education teachers to complete college and university preparation programs to serve SWD-ELLs, hold valid teaching credentials, and authorizations or certifications to serve SWD-ELLs, there is a continued disparity between the academic achievement of SWD-ELLs and that of their non-disabled non-ELL peers (California Commission on Teacher Credentialing [CCTC], 2014; Samson & Collins, 2012).

Purpose of the Study

The purpose of this concurrent mixed methods study was to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. I explored what training and supports these teachers have received and feel are still needed to improve their sense of self-efficacy to serve SWD-ELLs. I therefore used mixed methods research to examine novice (within their first five years of teaching) and experienced (over five years of teaching experience) special education teachers' levels of self-efficacy, types of preparation, credentials, authorizations or certificates held to serve SWD-ELLs, and on-site training and supports received (and those still desired) to increase their ability to serve the varied needs of

SWD-ELLs.

This research study is based on Bandura's (1977; 1997) theory of self-efficacy. When conducting this research study, I used Bandura's theory of self-efficacy to explore the self-reported rated levels of self-efficacy of special education teachers, at different stages of their careers, who specifically serve SWD-ELLs. Quantitative research was used to measure and compare the self-reported levels of perceived self-efficacy (dependent variable) of novice and experienced special education teachers (independent variables) who serve SWD-ELLs in California counties with the highest enrollment of ELLs. I concurrently conducted qualitative research to explore the different types of preparation, credentials, and certifications which may be contributing factors to these special education teacher's sense of self-efficacy. In addition, qualitative research was conducted to gain an understanding of why novice and experienced special education teachers rated their sense of self-efficacy as they did. I sought to determine what training and supports they had received and believe is still necessary to improve their feelings of self-efficacy to effectively teach SWD-ELLs.

Research Questions and Hypotheses

*RQ*1 (Quantitative): What are the differences, if any, between California's novice and experienced special education teachers' self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

$H_0$1: There is no significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item

questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$1: There is a significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

$H_0$2: Years of experience and credentials and/or authorizations held do not result in significant differences amongst special education teachers in California and their rated levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$2: Years of experience and credentials and/or authorizations held results in significant differences amongst special education teachers in California, and their rated levels of self-efficacy in serving SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*3: (Qualitative) What training or supports do special education teachers report to have received to effectively teach SWD-ELLs?

*RQ*4: (Qualitative) What training or supports do these teachers feel are still needed to improve their self-efficacy to effectively teach SWD-ELLs?

Theoretical Foundation

The theoretical framework for this study was Bandura's (1977; 1997) theory of self-efficacy. The theory of self-efficacy relates to how persons will perceive a task, such as teaching, and determine how successful they may be based on experience, background, and supports provided (or not provided). Special education teachers face many challenges related to the learning and language needs of SWD-ELLs. For this reason, if special teachers are provided with ample administrative support/leadership, coaching and mentoring, regarding how to work with SWD-ELLs, they may be able to (a) lower their affective filter, (b) set higher goals, and (c) feel more successful in their ability to meet the complex needs of their students.

Bandura's (1977; 1997) self-efficacy theory has been used in several recent bodies of research regarding teacher's need for support and preparation, as well as burn-out and stressors related to their lack of preparation and demands placed on them (Devos et al., 2012; Dicke et al., 2014; Holzberger et al., 2013; Holzberger et al., 2014; Jamil et al., 2012; Klassen & Durksen, 2014; Kraut et al., 2016; Lastrapes & Negishi, 2012; Malinen et al., 2013; Meristo & Eisenschmidt, 2014; Shaukat & Iqbal, 2012; Shohani et al., 2015). Bandura's theory of self-efficacy and self-efficacy research as related to novice and experienced teachers will be further discussed and synthesized in Chapter 2. To address issues related to teachers' feelings of stress and/or lack of preparation to serve the varied needs of their students, I designed this research study to develop an understanding of the self-efficacy of both novice and experienced special education teachers, and to determine what they feel would best support their abilities to effectively

teach SWD-ELLs.

According to Bandura (1977; 1997), self-efficacy is context and situation specific; thus, it is necessary to explore the different perceptions of teachers in different settings. Malinen et al. (2013) expounded on Bandura's research, stating that "self-efficacy is constructed from four main sources: mastery experiences, vicarious experiences, social persuasion, and somatic and emotional states" (p. 35). The influence of these four sources differ between novice and experienced teachers, which in turn results in differing levels of self-efficacy (Malinen et al., 2013; Shohani et al., 2015). Likewise, self-efficacy, and specifically teacher efficacy, is directly linked to the level of persistence they will exert despite the trials perceived as associated with the task or make-up of the students taught (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Given rigorous national and state standards, and the compounded needs of SWD-ELLs, my use of self-efficacy theory for this research supports Bandura's (1977; 1997) premise that when ones' mastery and skill is reinforced, self-efficacy and persistence increases.

Despite considerable research related to teacher self-efficacy, there is an extremely limited amount of research related to self-efficacy of novice and experienced teachers, special education teachers, and those who serve SWD-ELLs. For those reasons, in this mixed methods research study I used the Teachers' Sense of Self-Efficacy Scale (TSES) short form questionnaire (Tschannen-Moran, & Woolfolk Hoy, 2001), along with open-ended questions, to obtain a depth of information from the self-reports of special education teachers who teach SWD-ELLs. The information derived from this study can assist education leaders in fully understanding the self-reported levels of self-efficacy of

novice and experienced teachers who work directly with SWD-ELLs, and their perceived needs for future professional development to ensure their success and that of their students.

Nature of the Study

I used a concurrent mixed-methods design for this research study to collect data necessary to answer the quantitative and qualitative research questions (see Lodico, Spaulding & Voegtle, 2010; Terrell, 2012). After much consideration, I deemed that the concurrent data collection and analysis from the quantitative and qualitative research questions were equally important to build a thorough understanding of how special education teachers self-rate their levels of self-efficacy to serve SWD-ELLs, compare the self-reported self-efficacy ratings between novice and experienced special education teachers, and understand what training and support have been received and are believed to be still needed.

Because California is the state with the highest enrollment of ELLs, special education teachers from California were approached to participant in this research study. I used a web-based survey, the TSES Short-form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a), along with open-ended questions, to gather data from the special education teacher participants. The key variables of the quantitative component of the study were novice and experienced special education teachers (independent variable), and their self-reported ratings of their self-efficacy to serve SWD-ELLs (dependent variable). Quantitative data analysis was used to identify and compare statistical differences between novice and experienced special education teachers' self-

ratings of self-efficacy. Qualitative data, derived from the open-ended questions were coded, and analyzed. The analysis of qualitative data provided an understanding of why teachers self-reported their level of self-efficacy as such. Qualitative data also provided greater insight into what training, certification, and authorizations have been received by these special education teachers, and what training and supports they feel are still necessary to positively impact their ability to meet the educational needs of SWD-ELLs.

Definitions

English language learner(s) (ELL): Students of a national-origin-minority who are limited in English language proficiency (United States Department of Education, Office for Civil Rights, 2016). The acronym ELL or ELLs, is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English (CDE, 2015).

Experienced teacher: A teacher who has been teaching for over 5 years and fully meets California state requirements for a teaching credential to serve in K-12 public schools (CCTC, 2016).

Novice teacher: A teacher who has been teaching for 5 or fewer years and meets state requirements for a provisional or short-term internship permit, or fully meets California state requirements for a teaching credential to serve in K-12 public schools (CCTC, 2016).

Special education teacher: A teacher who meets the state requirements for a provisional or short-term internship permit, or fully meets California state requirements for the Education Specialist mild/moderate teaching credential to serve students with

disabilities in K-12 public schools (CCTC, 2016).

Self-Efficacy: The belief a person holds about their abilities under different contexts and situations (Bandura, 1977; 1997). Self-efficacy is the manner in which "people process, weigh and integrate diverse sources of information concerning their capability, and they regulate their choice behavior and effort expenditure accordingly" (Bandura, 1977, p. 212).

Student(s) with a disability (SWD): A student who has been formally identified as having a disability in one or more of the 13 disability categories as indicated in IDEA (IDEA, 2004). A SWD is a student whose disability adversely affects their learning, such that special education services and/or related services are required and necessary for the child to make educational progress (IDEA, 2004).

Student(s) with a disability, English language learner (SWD-ELL): A student who have been dually identified as a student with a disability, as per IDEA (2004) regulations and is also classified as an English language learner (CDE, 2015).

Assumptions

I made several assumptions in this mixed-methods study. This research study included special education teachers of SWD-ELLs from across the state of California. These special education teachers were invited to participate in both a Likert survey and open-ended questions. Thus, my first assumption was that each of the special education teacher participants responded to each component of the survey with complete honesty, and that they were forthcoming with information related to their perceived sense of self-efficacy and desired needs for training and support. To engage participants in honest and

elaborate responses, I informed each prior to the study that responses would be kept confidential, and the anonymity of participants preserved. Surveys were provided electronically. Before the commencement of the survey, participants were presented with a description of the survey, the purpose of the study, and a statement ensuring participants that responses would be kept confidential. In these materials, the participants were made aware that the electronic survey would not collect any personally identifiable information.

Another assumption I made was that the participating special education teachers had taught at least a minimum of one SWD-ELL. Moreover, I assumed that assessment processes of ELLs were conducted in accordance with IDEA (2004) requirements where an actual disability was identified. Thus, I assumed that the participating special education teachers are teachers of SWD-ELLs who have been appropriately identified as SWD as per the IDEA (2004) regulations, and that no misidentification of ELLs as SWD had occurred (see Abedi, 2016). I also assumed that each of the special education teacher participants, whether novice or experienced, had enough teaching experience to be insightful regarding their own perceptions of their sense of self-efficacy and could articulate their desired need for opportunities for training and support to address the instructional needs of SWD-ELLs.

Scope and Delimitations

The scope of the study was framed by the mixed-methods methodology I used to determine how novice and experienced special education teachers of SWD-ELLs across California self-report their sense of self-efficacy, and what trainings and support they had

received and believed was still needed to address the complex needs of SWD-ELLs. In other words, through this research, I anticipated that leaders in the field of education could better understand the perceived feelings of self-efficacy of special education teachers, why they feel as they do, and determine ways to support these teachers sense of self-efficacy and ability to meet the instructional needs of SWD-ELLs.

A main delimitation of the study was that participants were limited to special education teachers of SWD-ELLs. Special education teachers are extensively impacted both personally and professionally by the stressors of trying to adapt and design instruction to meet the needs of SWD-ELLs (Park & Thomas, 2012; Shohani et al., 2015). Thus, special education teachers were specifically chosen for this study. Due to their consistently evolving roles as related to the increased enrollment of SWD-ELLs served in general and special education settings, it behooves all educational leaders to gain greater understanding of this specific group of teachers. General education teachers were thus outside the scope of this study. Furthermore, given the compounded needs of students with moderate/severe intellectual disabilities, the scope of this study was further limited to only those special education teachers serving ELL students with mild/moderate disabilities. In the CCTC system, there are two forms of credentials that authorize special education teachers to serve K-12th grade students, the Education Specialist Mild/Moderate Credential, and the Education Specialist Moderate/Severe Credential (CCTC, 2016). I limited participants in this study to special education teachers who hold, or are working towards, the Education Specialist Mild/Moderate credential.

The scope of the study was further limited to special education teachers in the

state of California. Taking into consideration that school districts in California, have the highest K-12 public education enrollment of ELLs (Ruiz Soto, Hooker, & Batalova, 2015), it would be feasible to yield a sample of participants large enough to garner an in-depth review of special education teachers' perceived senses of self-efficacy. This study builds upon Bandura's (1977, 1997) theory of self-efficacy to fully understand the complexities of the perceptions of special education teachers' sense of self-efficacy in the context of serving SWD-ELLs. The participation of special education teachers from districts with the highest enrollments of ELLs provided me with the necessary data to draw conclusions related to similarities and differences between novice and experienced special education teachers of SWD-ELLs. In addition to quantitative data, qualitative data gathered regarding special education teacher's feelings of what their continued needs are to meet the instructional needs of SWD-ELLs could pave the way for future staff development plans for school districts.

The described limitations to the scope of this study led to results that are generalizable to special teachers not only across California, but potentially generalizable and transferable to special education teachers in other states with increasing enrollments of SWD-ELLs. States with enrollments of ELLs of over 10% such as New Mexico, Nevada, Texas, Colorado, and Florida (Flores, Batalova, & Fix, 2012; Ruiz Soto et al., 2015) may especially find the results of this study to be transferable and generalizable, to their school districts. The implications could be greater given that enrollment of SWD-ELLs continues to grow nationwide. As a result, special education leaders may proactively want to work to increase their teachers' sense of self-efficacy and

capabilities, regardless of actual enrollment of SWD-ELLs. Hence, I sought to (a) understand the differences and commonalities between novice and experienced special education teachers to accurately address their needs for training and supports to facilitate increased levels of self-efficacy to serve SWD-ELLs, and (b) produce results that may be generalizable and transferable to school districts throughout California and across the nation.

Limitations

Both the qualitative and quantitative elements of this mixed methods study have limitations. In relation to the qualitative aspects of this study, I anticipated that there may be variances in detail or depth of the responses to research questions regarding what types of training special education teachers have received and still feel are needed to address the needs of SWD-ELLs. The greater depth and detail participants provided to open-ended questions, the better I was able to understand the needs of these special education teachers. However, those participants who skipped the open-ended questions or responded vaguely or without elaboration limited my ability to garner a deep understanding of their perceived training needs. Consequently, the credibility and dependability of the participants' responses and limited amount of responses to open-ended questions could have resulted in minor limitations to this study, thereby limiting possible transferability of the findings (see Lodico et al., 2010).

Equally, when considering the quantitative elements of this study, I identified limitations in the generalizability of participant responses. The participants included in this study were special education teachers in districts with the highest densities of ELLs,

within counties in the state of California. Consequently, generalization to other United States may be limited. I addressed reliability and validity by using a representative sample of novice and experienced teachers in the state of California to gather a broad range of responses and perspectives (see Lodico et al., 2010). Generalization, or external validity, was limited to only special education teachers of SWD-ELLs.

I addressed the quantitative research questions of the study by using the TSES short form questionnaire created by Tschannen-Moran and Woolfolk Hoy (2001; 2001a). Tschannen-Moran and Woolfolk Hoy found high levels of reliability and validity of their Likert-scale instrument, the TSES, when measuring teachers' sense of self-efficacy. Therefore, I determined that the TSES is the best tool for this study, to elicit the self-reported ratings of novice and experienced teachers sense of self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001; 2001a). For this study, I used the TSES to gather the self-reports of special education teachers of SWD-ELLs, which was a new use of the instrument. Equally, it should be noted that, as with any self-rated scale or self-reporting tool, the special education teachers may have provided over- or underestimations of their levels of self-efficacy. All perceived limitations to both the qualitative and quantitative parts of this mixed methods study were carefully addressed through statistical analysis of data, careful attention to themes, and triangulation of data.

Significance

Across the nation, there has been a rapid expansion in enrollment of ELLs in K-12 public schools, with California having the largest enrollment of ELLs in the United States (Ruiz Soto et al., 2015; United States Department of Education, NCES, 2015).

California, like many other states, has recognized that curriculum, instruction, resources, and supports provided to ELLs needs to be strengthened to match the significant growth and complex needs of this student population (Ruiz Soto et al., 2015; United States Department of Education, NCES, 2015; United States Department of Education, Press Office, 2016). National assessment data shows that ELLs and SWD have trailed behind their non-ELL and non-disabled peers in mathematics and English language arts for well over 10 years (United States Department of Education, NCES, 2015). SWD and ELLs are the fastest growing and lowest performing subgroup of students in the state of California (Education Data Partnership, 2016). Regulations, such as ESEA and IDEA 2004, are in place to provide states and local school districts with guidance and financial resources to ensure that SWD-ELLs have access, equity, and parity of educational services.

The results of this research study could extend Bandura's (1977, 1997) research related to self-efficacy by showing the differences, if any, between the self-reported level of self-efficacy of California's novice and experienced special education teachers who serve SWD-ELLs. In conducting this concurrent mixed-methods research study, I worked to produce results that could provide leaders in the field of special education and at universities with necessary information regarding what depth of preparation (i.e. degrees held and semesters/credit hours), credentials, authorizations/certificates, and on-site training and supports novice and experienced special education teachers in California perceive as useful for increasing their sense of self-efficacy. The findings of this study could then position leaders in California to better understand the connection between special education teachers perceived feelings and needs of special education teachers of

SWD-ELLs. The information gathered could then be used to directly contribute to their professional growth and sense of self-efficacy, while concurrently fostering their ability to directly improve the academic achievement of SWD-ELLs.

Summary

This concurrent mixed methods study is unique because it addresses a gap in practice associated with California's novice and experienced special education teachers' perceived sense of self-efficacy to meet the complex needs of SWD-ELLs, and their receipt of and continued need for specialized preparation and training (see Javious, 2016; Klingner, Boele, Linan-Thompson, & Rodriguez, 2014; Pompa & Thurlow, 2013). Even with California's requirements that special education teachers obtain credentials and certifications to serve SWD-ELLs, researchers have found that these teachers still need intensive training and support to effectively serve SWD-ELLs (CCTC, 2014; Watkins & Kline Liu, 2013).

Special education teachers are required to complete teacher credentialing programs to teach SWD, and obtain certifications or authorizations to teach ELLs (CCTC, 2014). However, these teachers continue to express feelings of lowered sense of self-efficacy when working with SWD and/or ELLs (Cameron & Cook, 2013). For this reason, I used Bandura's theory of self-efficacy (Bandura, 1977; 1997) as the theoretical framework for this research study. Self-efficacy is directly related to how persons approach new situations or contexts and what level of motivation and effort they will exert (Bandura, 1977; 1997; Tschannen-Moran & Woolfolk Hoy, 2001).

Special education teachers are striving to address the complex language and learning

needs of SWD-ELLs, but require more preparation, training, and supports (Burr, Haas & Ferriere, 2015; Cavendish & Espinosa, 2013; Chu, 2016; Ford, 2012; Figueroa, Klingner & Baca, 2013; Jacobs & Hatrick, 2016; Klingner et al., 2014; Nguyen, 2012; Ochoa, Brandon, Cadiero-Kaplan & Ramirez, 2014; Park & Thomas, 2012; Pompa & Thurlow, 2013; Tyler & Garcia, 2013). Hence, the purpose of the research study was to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California, in addition to determining what training and supports these teachers have received and feel are still needed to improve their sense of self-efficacy. I used a concurrent mixed methods framework to simultaneously answer the quantitative and qualitative research questions. The results of this study could be used by professionals in the field of education when determining where the gap in current special education teacher preparation and training exists in their districts, which affects novice and experienced teachers' sense of self-efficacy to successfully meet the diverse needs of SWD-ELLs.

Chapter 2: Literature Review

California's growth in enrollment of ELLs and SWD-ELLs, as well as the limited academic success of this subgroup of students, is concerning and has not gone unnoticed at the state and federal level (Education Data Partnership, 2016). The United States Department of Education has reported that the fastest growing population of students in public schools are ELLs (Bitterman, Gray, & Goldring, 2013). With an ELL enrollment of approximately 24%, California has the largest population of ELLs in the United States (United States Department, NCES, 2015). The increased enrollment has required California to quickly determine, or seek to construct, next steps towards refining and/or increasing its efforts to funnel resources to provide adequate teacher preparation and training (Linqunati, Cook, Bailey, & MacDonald, 2016). Notably states such as California, Florida, New Mexico, Nevada, Texas, and Colorado, which also have enrollments of 10% or greater of ELLs, are continuously striving to improve their efforts to effectively allocate resources, prepare their teachers, and directly affect the achievement of this growing population of students (Flores, et al. 2012; Linqunati, Cook, Bailey, & MacDonald, 2016; Ruiz Soto et al., 2015; Samson & Collins, 2012).

The significant rise of ELLs over the last decade is coupled with a steady increase in the identification of SWD across the United States, and specifically in California (United States Department of Education, NCES, 2015). The continued gap between the achievement of ELLs and non-ELLs is paired with an increased rate of disciplinary actions and drop-outs, and an overall decreased likelihood of receiving a high-school diploma (Cortiella & Horowitz, 2014). Teachers across the nation have continued to

express feelings of inadequacy and low sense of self-efficacy to meet the instructional needs of SWD (Cameron & Cook, 2013; Shohani et al., 2015). The growth of enrollment and stressors encountered by teachers compound concerns regarding the academic achievement of SWD-ELLs and the challenges faced by their teachers to close the achievement gap between ELLs and non-ELLs in California and states across the nation.

Therefore, the purpose of this study was to explore the self-reported feelings of self-efficacy of novice and experienced special education teachers who serve SWD-ELLs to determine what preparation, credentials, authorizations, certificates, and on-site training and supports they have received and feel are still lacking. This research was premised on the assumption that if not adequately prepared and supported, special education teachers will continue to perceive themselves as limited in their skill-set, hindering their sense of self-efficacy to effectively serve SWD-ELLs. Thus, the literature review section that follows includes a thorough review of Bandura's (1977; 1997) self-efficacy theory, which I used as the study's theoretical framework. Existing research related to self-efficacy of novice and experienced teachers were also examined. In addition, I offer a detailed description of who SWD-ELLs are, their complex learning needs, and the impacts they have on special education teachers' self-efficacy and instruction. This chapter also includes a synthesis of the literature I found related to the preparation and certification requirements of novice and experienced teachers needed to effectively meet the instructional needs of SWD-ELLs.

Literature Search Strategy

To gather relevant data for this study, I used the Walden University library to

access EBSCO Host, ERIC, and ProQuest databases. Searches via Google, and Google Scholar, were also utilized to gather relevant and current information seminal to this research study. I set search parameters to include only current research published in or after 2012. Older works were included only when they contributed to the theoretical foundation or credentialing frameworks discussed in this dissertation. To achieve a depth and breadth of research, I gathered peer-reviewed journal articles, articles, books, book chapters, and reports. Literature used in this study was first collected by searching the following key terms, and combinations of the terms (with AND or OR): *achievement of English language learners, achievement of students with disabilities, English language learners, dual language learners, limited English proficient, learning disabilities, special education teachers, students with disabilities, self-efficacy, teacher self-efficacy, teacher qualifications, teacher certifications, novice teachers, experienced teachers, California teachers,* and *United States teachers*. I then filtered the gathered literature to those works germane to this research study. Relevant statistical data was also gathered from various websites such as the California Department of Education website, the National Center for Education Statistics (NCES) website, and the United States Department of Education website.

Theoretical Foundation: Bandura's Theory of Self-Efficacy

Bandura's (1977, 1997) theory of self-efficacy served as the theoretical framework for this research. Stemming from social cognitive theory, Bandura's (1977) research related to self-efficacy indicates that persons with higher levels of self-efficacy will persist, sustain, and maintain motivation to perform regardless of the perceived

environmental or contextual challenges before them. Bandura (1977) noted that people assimilate information regarding the needs of others and measure their capability in relation to context to determine how they will react and how much effort they will expend. Expanding on this research, Tschannen-Moran and Woolfolk Hoy (2001) found that teacher sense of self-efficacy will differ based on the context of the situation or perceived level of challenge.

In later research, Bandura (2001) in his explanation of agentic action, described people's abilities to not only adapt to the social context, no matter how diverse, but also to shape their behavior in ways that lead to achievement in the given context. There is a need for continued self-efficacy research regarding teachers who are working amidst different cultural contexts (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Considering the rigorous requirements placed on special education teachers since the adoption of Common Core State Standards (CCSS), the IDEA, and the varied needs of SWD-ELLs, the data derived from this research study can assist leaders in the field of special education in understanding how preparation and training affects the perceived self-efficacy of novice and experienced special education teachers in California.

Additionally, by conducting such research, I worked to develop an understanding of special education teachers' level of self-reported self-efficacy to serve SWD-ELLs. I aggregated the data collected via this research study to determine if their self-efficacy is or is not affected by training and supports received, years of experience, and credentials/authorizations held. Bandura (1997) posited that teacher efficacy is formulated predominately by "performance accomplishments, vicarious experience,

verbal persuasion, and physiological states" (p. 191). Performance accomplishments, as achieved through skill mastery and competent performance of that skill, appears to be most related to increased levels of self-efficacy (Bandura, 1977). Furthermore, Bandura's (1977; 1997) extensive research on self-efficacy showed that teachers self-reported levels of self-efficacy directly matched teacher performance and the achievement of their students (i.e. low self-efficacy resulted in low teacher and student performance and vice-versa).

Subsequently, Bandura's (1977, 1997) self-efficacy research also showed that when ones' mastery and skill is reinforced, self-efficacy and persistence increases. Nonetheless, recent researchers have found that special education teachers are lacking the experience and training (i.e., mastery) necessary to serve ELLs and SWD-ELLs (Fernandez & Inserra, 2013). Therefore, the interplay between self-efficacy and competency required further research. This study could facilitate further understanding of the similarities and differences in self-reports of self-efficacy amongst novice and experienced teachers. Such information is necessary because the results may provide insight into what the possible determinants are for improving or sustaining high levels of self-efficacy and increasing competence levels of both novice and experienced special education teachers.

Self-Efficacy and Novice Teachers

A thorough review of existing research was essential to fully examine the similarities and differences of novice and experienced teacher self-efficacy, in working with SWD-ELLs. Bandura (1997) discussed self-efficacy as a construct that increases as

the person develops experience and mastery in their craft. However, novice teachers have neither experience nor content mastery, and yet they are often found to rate their sense of self-efficacy as high (Meristo, & Eisenschmidt, 2014; Shohani et al., 2015). Perhaps such self-reports of novice teachers are a result of their tenacity and eagerness to perform well in their classrooms to please their administrators and secure their place as professionals (Shaukat & Iqbal, 2012). In their research of special education teachers who serve SWD, Klingner and Eppolito (2014) found that perceived high levels of self-efficacy to serve SWD did not necessarily mean they held the skill-set required to meet the cultural and linguistic needs of SWD-ELLs.

The willingness of novice teachers to persist even despite obstacles appears related to their limited experience with failure and intrinsic motivation to perform well (Bandura, 1977; 1997). Novice teachers are impressionable and open to being taught and mentored to facilitate their growth and sense of self-efficacy (Klassen & Durksen, 2014). Perhaps novice teachers' inflated sense of self-efficacy is related to their limited experience with failure and content knowledge, rendering an openness to vicarious learning which continuously fuels their persistence in the classroom. Even though there may be a misalignment between novice teachers' senses of self-efficacy and their actual skill-set, their self-reported perceptions cannot be overlooked.

Leaders in education have sought to understand the perceptions of novice teachers for decades. The reason behind such interest is that leaders in education understand that they have a prime opportunity to foster, support, and shape the work of novice teachers to impact student learning. Correspondingly, several researchers have built upon Bandura's

(1977) initial findings that self-efficacy is affected by context-specific situations (Devos et al., 2012; Dicke et al., 2014; Holzberger et al., 2014; Jamil et al., 2012; Kraut et al., 2016; Lastrapes & Negishi, 2012; Loreman, Sharma, & Forlin, 2013). Vicarious learning, through mentorship, content training, and on-site experiences can increase novice teacher's sense of self-efficacy and skill development (Devos et al., 2012; Dicke et al., 2014; Holzberger et al., 2014; Jamil et al., 2012; Kraut et al., 2016; Lastrapes & Negishi, 2012; Loreman et al., 2013). Hence, leaders in the field of education can enhance novice teachers' experiences early on in their careers by providing such supports. When provided with opportunities for self-development through mentorship, training, and supportive environments, an increase in teachers' sense of self-efficacy and skill development could occur.

Self-Efficacy and Experienced Teachers

Equally, leaders in the field of education have the responsibility to sustain and maintain the development of experienced teachers—those whom have taught for over 5 years. Unlike their novice counterparts, experienced teachers may have mastery experiences, but are less pliant to adapting their instruction or open to new opportunities for learning how to meet the needs of SWD (Malinen et al., 2013). Experienced teachers have developed in the field both personally and professionally, and have acquired greater levels of experience with instruction, pedagogy, and notions of how they will or will not adapt their teaching methods to address the varied needs of their students.

Experienced teachers, whether working with students with or without disabilities, are faced with challenges and stressors as they try to adapt to the varied needs of students

in today's classrooms. Thus, experienced teachers have predominately been found to rate themselves as having low self-efficacy when their teaching experiences included struggles or stressful challenges in the classroom (Cameron & Cook, 2013; Shaukat & Iqbal, 2012). Nevertheless, though having self-reported lower-levels of self-efficacy than their less experienced counterparts, experienced teachers were found to be more effective in their teaching due to their experiences with pedagogy (Shonani et al., 2015). The research of Holzberger, Philipp, and Kunter (2013) and Malinen et al. (2013) also showed that special education teachers with increased years of experience and content mastery had increased levels of self-efficacy. Holzberger et al. (2013), in their longitudinal analysis of teachers' self-efficacy, found that since experience and content mastery improved self-efficacy, experience paired with a lack of success or competence in the classroom resulted in low sense of self-efficacy.

Notably, experience alone does not improve a teacher's sense of self-efficacy. The dynamic interplay between experience and content mastery is directly linked to a teacher's sense of self-efficacy and abilities in the classroom (Bandura, 1977; 1997). In Fernandez and Inserra's (2013) research, teachers were empathetic to the needs of ELLs, but reported that without the skill set to effectively teach ELLs, they were at a disadvantage to support their achievement towards academic standards. Accordingly, experienced teachers who received increased amounts of training in pedagogy and content demonstrated increased sense of self-efficacy, greater ability, and a willingness to consistently and effectively impact student learning (Shaukat & Iqbal, 2012; Shohani et al., 2015).

Even though limited research exists related to self-efficacy of teachers of SWD-ELLs, there is increasing bodies of research related to teachers of ELLs or SWD and their self-reports of self-efficacy. Existing reports confirm prior research, whereby general education and special education teachers of ELLs or SWD, who hold increased levels of experience and content mastery, were significantly predicted to demonstrate increased sense of self-efficacy (Javious, 2016; Malinen et al., 2013). Conversely, general education teachers whom held feelings of low competence and experience working specifically with SWD, reported low self-efficacy and lowered expectations for SWD in general (Cameron & Cook, 2013). What was found from the research, led to insight into the perspectives of general education teachers who serve ELLs or SWD, and that of special education teachers who serve SWD; but little is known in relation to teacher's self-efficacy to serve dually identified SWD-ELLs.

Unfortunately, recent researchers have concluded that experienced highly qualified teachers are scarce in many rural communities, and especially in school districts with dense populations of ELLs (Azano & Stewart, 2015; Cochran-Smith & Villegas, 2015). In some United States rural schools, only 1% of teachers are trained in evidenced based practices, and most report to have not been afforded with opportunities to receive training and supports to serve ELLs (Fernandez & Inserra, 2013). Without the training to serve ELLs, teachers felt a decreased sense of self-efficacy, increased anxiety, and an inordinate amount of stress (Fernandez & Inserra, 2013). Shohani et al. (2015) conducted similar research, with teachers who work with SWD, finding that both novice and experienced teachers of SWD reported a decreased sense of self-efficacy due to the

challenges faced when serving the varied disability needs of their students.

Understandably, teachers in general education and special education settings, appear to struggle given their feelings of a lack of competence and diminished self-efficacy to address the learning needs of ELLs, SWD, and SWD-ELLs. Serving SWD-ELLs is a highly-specialized skill, and an entirely different context for most special education teachers. Therefore, further research was necessary to understand the preparation and training needs of special education teachers who serve SWD-ELLs. Of interest, and germane to this research, was how receipt of, or feelings of a lack of preparation and training, affects these teachers perceived levels of sense of self-efficacy.

Students with Disabilities who are English Language Learners

To fully understand the challenges faced by special education teachers who serve the compounded needs of SWD-ELLs, an in-depth look was taken of who SWD-ELLs in public schools are. The United States Department of Education, NCES (2015), reports that approximately 10 percent of the students in United States public schools are ELLs (about 4.85 million students). Based on current growth patterns, ELLs in the United States could increase to 25% of the student population by 2025 (Linquanti et al., 2016). Remarkably, California is the state with the highest enrollment of ELLs in the United States with an enrollment of 24.5% of ELLs (Ruiz Soto et al., 2015). Approximately 8.5% of United States students identified as ELLs, are also identified as having a disability; astonishingly 39% of the national total of SWD-ELLs, reside in California (Watkins & Kline Liu, 2013).

This increase in SWD-ELLs has greatly impacted how special education teachers

assess, support, and adjust instruction to serve the compounded needs of these students in and out of general education settings (Samson & Collins, 2012; Watkins & Kline Liu, 2013). These complex needs of SWD-ELLs stem from attributes specific to their disability and second-language learning needs, which increasingly tasks special education teachers' instructional skill-set (Watkins & Kline Liu, 2013). This research study was designed to facilitate the work of educational leaders, to fully understanding the needs of special education teachers in California who serve SWD-ELLs.

English language learners. ELLs as a sub-group, include an array of students with different levels of relative strengths and weakness. ELLs in schools today demonstrate differing levels of English language acquisition, due to various reasons such as: years of instruction in English, skill in ones' primary language, and years of enrollment in United States schools (Hopkins et al., 2013). The United States Department of Education, NCES (2015), has indicated that the sub-group of ELL students, from across the United States, come from Spanish-speaking homes (76.5% of ELLs). In California, 85% percent of ELLs primary language is Spanish (Hill, 2012). Regardless of home language, ELL assessment data indicates that the whole sub-group has consistently been reported to achieve far below their English only peers.

Before academic achievement results can be obtained however, English language proficiency data must be obtained. Upon initial enrollment in a United States public school ELLs are those students who are indicated by their parent/guardian, to come from a household where any language other than English is spoken, and upon assessment with a state approved assessment tool are found to be lacking the necessary English language

skills to meaningfully participate in instruction in English (United States Department of Education, Office for Civil Rights, 2016). Though states may adopt any valid and reliable standardized assessment tool for use in determining a students' level of English proficiency, all must adhere to EC Section 313, and Title 5, Division I, Subchapter 7.5, which requires all ELLs to be assessed within 30 days of initial enrollment and then every year thereafter (United States Elementary and Secondary Education Act [United States ESEA], 1965). As cited in the California Code of Regulations (CCR) sections 11511, and 11516-115167, California has utilized the California English Language Development Test (CELDT) to initially assess and track, ELLs proficiency in English (CA Department of Education [CDE], 2013).

With the use of the CELDT, variances in levels of proficiency of ELLs are disaggregated (CDE, 2013). CELDT results have enabled educators to gain a clearer understanding of their student's needs in relation to four assessed areas: listening and speaking, reading and writing (Hill, 2012). Student performance on the CELDT is then disaggregated into five performance categories of English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced (CDE, 2016). The performance levels are utilized to demonstrate the ELLs acquisition of skills, as aligned to the California English Language Development (ELD) standards (CDE, 2016). California has additionally set a criterion for progress monitoring of ELLs, where a score of Early Advanced or higher deems the student as having made progress and/or meeting basic skills required in English ELD standards (CDE 2016). Yearly, California releases CELDT data related to number of students who have been assessed and percentage of

ELLs who have met criterion. Based on 2016-17 school year data, 1 million ELLs were assessed, and 39% of those students met CELDT criterion with a score of Early Advanced or higher (CDE, Assessment Development and Administration Development, 2017). The data cannot be disaggregated by how many years the ELL has received instruction in English in the United States, which would be informative. Nevertheless, the data has shown that less than half of our ELLs have the necessary skills in English to progress towards California ELD standards.

The CELDT, as designed, does not measure progress towards California common core aligned ELD standards. In 2012 the California State Board of Education (SBE) moved to realign the English Language Development (ELD) standards to the Common Core California State Standards (CDE, 2016a). Shortly after, the California SBE then determined that the CELDT which was aligned to prior 1999 ELD standards was no longer appropriate. As a result, a new and appropriately aligned, English Language Proficiency Assessments for California (ELPAC) system had been under development (CDE, 2016a). The ELPAC is now operational and will replace the CELDT in the 2017-18 school year (CDE, 2016a). The ELPAC will continue to assess ELLs English proficiency, in grades Kindergarten through 12th, in the areas of: listening, speaking, reading, and writing (CDE, 2016a).

A main difference between the CELDT and the ELPAC is that the ELPAC will consist of two assessments rather than one; an initial assessment for ELLs who have newly enrolled in the United States and then a summative assessment to monitor yearly progress (CDE, 2016a). SWD-ELLs participating in the initial or annual ELPAC

assessment, will continue to have (as allowable in the CELDT), as per IEP team determination, the ability to take the assessment with accommodations (CDE, 2016a). The newly published United States Department of Education, Office of Elementary and Secondary Education's (2017), *Accountability for English learners under the ESEA* resource guide, reminds states that:

> All ELs with disabilities must be provided with appropriate accommodations on those assessments, as determined through applicable procedures (34 C.F.R. § 200.6). States must also provide an alternate ELP assessment for the small number of ELs with the most significant cognitive disabilities, for whom the student's IEP team determines it to be necessary, who cannot participate in the general ELP assessment even with appropriate accommodations (34 C.F.R. § 200.6(h)(5) and 34 C.F.R. §300.160(a)) (p. 20).

The CDE has already provided guidance, within a matrix (Matrix 4) for accessibility tools, and accommodations available to SWD-ELLs who will take the ELPAC (CDE, 2016a). The accommodations afforded to SWD-ELLs, is yet another step towards adequately aligned assessments. The alignment of ELD standards, and the adequately aligned and accessible ELPAC, could yield the data needed for CA to fully address the instructional needs of ELLs and SWD-ELLs.

Assessment of the ranges of language acquisition levels of ELLs provides information educators need to understand the language differences, within and amongst, this broad sub-group of students. Data derived, should then drive instructional practices, and ensure that ELLs are taught in a meaningful manner which intentionally targets their

language development needs. It should be noted however, that though participation in English language development tests are required annually, it is allowable for states to determine a protocol in which to exempt students who have newly arrived in the United States, from taking state-adopted academic assessments in English language arts (United States Department of Education, Office of Elementary and Secondary Education, 2017). California has elected to exempt ELLs who have newly enrolled in United States schools within the last 12 months, from the California Assessment of Student Performance and Progress (CAASPP) in English language arts (CDE, 2017). ELLs are therefore, appropriately assessed for skill in Mathematics, and not for their language differences in English language arts.

Despite such an exemption, CAASPP assessment data for the ELL sub-group is a concern in California. ELLs in California, have demonstrated a consistent gap between ELLs and non-ELLs over the last 10 years (Hill, 2012). Considering California's drop-out rates of ELLs, which is approximately 25%, the concern over ELLs academic achievement is magnified (Hill, 2012). Nevertheless, caution must be taken when interpreting the assessment scores of ELLs because as previously noted, there is great fluidity amongst students who comprise the ELL sub-group during any given year (Hill, 2012). The influx of new ELLs, ELLs who are exited from the subgroup and reclassified as fluent English proficient, may be contributing factors to the lack of consistent ELL achievement data (Hill, 2012).

Nationally, academic achievement of ELLs has been closely monitored, where ELLs consistently have trailed behind their English only speaking peers. Recent NAEP

results indicate that ELLs have lagged 37 points or more, behind their non-ELL peers in reading (Kenna et al., 2016). The NAEP has tracked ELLs academic assessment results for over 17 years, and unfortunately these scores have shown that there is no significant change from their initial findings in 1998 to 2015 (United States Department of Education, NCES, 2015). For these reasons, especially states like California, with rising enrollments of ELLs, are taxed with appropriately tracking, assessing, and differentiating instruction and supports for ELLs, and especially SWD-ELLs.

English language learners with a disability. California has systems and measures to uphold IDEA (2004) requirements related to the appropriate assessment of students who are suspected of having a disability. California school districts have adopted the Response to instruction and intervention (RtI^2) philosophy, which includes multi-disciplinary teams who make data informed decisions, based on tiered systems of support and interventions, to ensure that students varied needs (academic, behavioral, linguistic, etc.) are addressed, and efficacy of such interventions monitored prior to referral for special education assessment (Butterfield, 2017; CDE, 2017b). Appropriate assessment procedures to determine if a disability is present, and whether special education services are appropriate, first includes the comprehensive evaluation of a student in a manner which is free from racial or cultural bias, to include language difference (IDEA, 2004). IDEA (2004) specifically indicates that “assessments are administered in the child’s native language or other mode of communication and in the form, most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so” (34 CFR §300.304 (c)(ii)).

In this manner, students who are suspected of a disability are appropriately assessed, and not deemed as a child with a disability solely based on limited English proficiency as found in 34 CFR §300.306 (b)(1)(iii) of IDEA (2004). Despite federal and state regulations, there continues to be national concern surrounding the misidentification of ELLs as SWD (see Abedi, 2016). If IDEA (2004) regulations and identification criteria is strictly adhered to however, an assessed ELL could qualify as a SWD based on the regulatory standards for one or more of the 13 disability categories as defined by law. Those students who are appropriately found eligible and who are dually identified SWD-ELL, must be afforded with all guarantees under IDEA (2004) such as a free and appropriate public education (FAPE) specially designed to meet their unique educational needs, in the least restrictive of environments (LRE).

Dependent on the disability-related needs of the student, and the level of deficiency in English language acquisition, SWD-ELLs can pose unique instructional challenges for special education teachers. CDE is continuously working to strengthen mechanisms to meet the instructional needs of SWD-ELLs. The California Department of Education (CDE) (2016) reports that “students with disabilities comprise 10.9 percent of the entire student population and…21% of ELLs” (Price & Brown, 2016, p. 19). Approximately 55% of SWD-ELLs are students with a specific learning disability (Santos, Darling-Hammond, & Cheuk, 2012). This finding only provides a small snapshot of who the population of SWD-ELLs are, as most research has found that trying to decipher the level to which a student’s disability and second language acquisition needs meet or exceed each other is very complex (Linquanti et al., 2016). Whether, the

disability mildly or significantly impacts learning, when dually impacted by deficits in English language acquisition, these students are at a significant disadvantage for learning.

California has taken great strides in relation to the assessment of academic achievement of SWD-ELLs (Thurlow, Liu, Ward & Christensen, 2013). The Improving the Validity of Assessment Results for English language learners with Disabilities (IVARED) identified five essential requirements for the assessment of SWD-ELLs, such as content based, accessible/bias-free, IEP directed, and valid assessments, which will yield disaggregated data for SWD-ELLs (Thurlow et al., 2013). The belief is that with adequately disaggregated data, educators will be one step further in understanding and addressing the continued gap in academic achievement between ELLs and their native English-speaking peers (Cochran-Smith & Villegas, 2015; Ford, 2012; Samson & Collins, 2012).

SWD-ELLs in California have demonstrated patterns of disproportionate achievement compared to their non-disabled, non-ELL peers (Hill, 2012). Though no longer a measure required for graduation, the Public Policy Institute of California had reported that passage rates for ELLs on the CA High School Exit Exam (CAHSEE) was 44%, as compared to the 87% passage rate of their English-only peers (Hill, 2012). Recently, in response to California's 2015 statewide CAASSP assessment data results, State Schools Chief Torlakson stated,

> the state has a persistent achievement gap – significant differences in scores – among students from low-income families, English learners and some ethnic groups when compared to other students…Overall, 11 percent of English learners

> in all grades met or exceeded standards in English language arts/literacy and 11 percent in Math, compared with 69 percent and 55 percent for those subjects, respectively, for students proficient in English. (CDE, 2015a, p. 1-2)

Results of the 2015 CAASSP assessments revealed that in English language arts/literacy 70% of SWD, and in Math 75% of SWD, did not meet standards (CDE, 2015a). Evidently, SWD-ELLs will continue to trail behind their non-disabled native English-speaking peers, unless special education teachers receive targeted preparation and training, to increase their feelings of self-efficacy and capacity to serve this population of students.

Educating SWD-ELLs: Federal and State Mandates

SWD-ELLs, are dually protected by federal and state mandates. For this reason, educators must understand all mandates as they pertain to SWD and ELLs, and of course SWD-ELLS. The equal rights of SWD-ELLs are reviewed in this section, with first providing an overview of mandates related to SWD. SWD are provided with educational services which are designed to meet their individual disability needs to assure FAPE, and LRE, as outlined in their Individualized Education Plan (IEP) (IDEA, 2004). Such protections have been in effect since the passage of PL94-142 in 1975, the Education for All Handicapped Children Act; now amended and known as IDEA of 2004 (Wright, & Wright, 2012).

The mandates of IDEA (2004) opened avenues for SWD to meaningfully participate in curriculum and instruction which can lead to college and career/employment, and development of independent living skills, as appropriate. Again,

it is important to note that SWD are students who have been appropriately identified as a child with disability, due to unbiased evaluation, in adherence to 20 USC. § 1414. (a)(5)(A)(B)(C) (IDEA, 2004). IDEA (2004) stipulates that special education eligibility determination, may not be due to: lack of appropriate instruction in reading or math, or limited English proficiency (Wright & Wright 2012). Subsequently, if a child who is an ELL is appropriately identified as a SWD, the SWD-ELL must have an IEP developed which accounts for their limited English proficiency to ensure FAPE, and educational benefit (IDEA, 2004). For these reasons, SWD-ELLs must be recognized as students who have compounded and distinct challenges associated with their individual disability, and their second language acquisition needs. Hence, the responsibility to appropriately account for these dually identified needs within IEPs, and educational programs, falls on educators in school districts nationwide.

SWD-ELLs, as ELLs, have additional protections guaranteed by federal and state mandates. Around the time that PL94-142 was enacted to end discriminating practices in public education against SWD, a pivotal federal court case, Lau vs. Nichols (1974) occurred to end educational discrimination of ELLs. Lau v. Nichols (1974) found that inequitable educational practices for language-minority, Chinese-American students in San Francisco, California's public schools was occurring. This landmark case led to the discovery that such practices occurred within various states, whereby the discriminatory practices were so prevalent, the Equal Educational Opportunities Act (EEOA) was amended. The EEOA, now known as the Elementary and Secondary Education Act (ESEA), incorporated the findings of Lau v. Nichols (1974) by mandating that all school

districts: appropriately identify and evaluate ELLs, determine language appropriate instructional practices for ELLs, determine when it is appropriate to mainstream ELLs, and outline professional standards for teachers of ELLs (Elementary and Secondary Education Act (ESEA), 1965, 20 USC Sec. 1701-1758).

Analogously, another federal court case Castaneda v. Pickard (1981) contributed to another expansion of the provisions of the EEOA in support of ELLs. Castaneda v. Pickard (1981) found the Raymond Independent School District in Texas, had failed to meet the instructional needs of ELLs. Castaneda v. Pickard (1981) led to further expansion of the EEOA of 1965 in favor of increasing accessibility to curriculum and instruction for ELLs. From this point forward school districts were required to provide: instruction based in theory appropriate for the education of ELLs, the efficient allocation of resources and personnel to serve ELLs, and adequate evaluative measures to ensure ELLs obtain proficiency in English.

Evidenced-based practices for SWD-ELLs. Prior to the Castaneda v. Pickard (1981) ruling the Bilingual Education Act of 1968 had already been enacted, acknowledging bilingual education as a sound instructional practice and methodology for ELLs (Gandara, 2015). Castaneda v. Pickard (1981) affected the Bilingual Education Act of 1968, Title VII of the ESEA, which was amended in 1974, to expand its initial precepts. Bilingual education had been found to be an evidenced-based practice which increased access to instruction and resulted in the academic achievement of ELLs (Gandara, 2015). Conversely, though Title VII of the ESEA noted bilingual education as an appropriate method of instruction for ELLs, no mandate exists which requires

bilingual education, nor has there been a mandate to eliminate bilingual education. Nevertheless, this instructional approach continues to be the focus of current debate since Lau v. Nichols (1974), and Castaneda v. Pickard (1981) (Salomone, 2012).

In California, the controversy associated with bilingual education, as a sound theory or practice to educate ELLs has ensued for almost five decades (Gandara, 2015; Matas & Rodriguez, 2014). The virtues of bilingual education are beyond the scope of this study, however, as active discourse surrounds the topic, educators in the field continue to feel disconcerted about what evidenced-based practices are to effectively serve ELLs. Since the Castaneda v. Pickard (1981) ruling, the advancements in the use of bilingual education were halted, and several other pertinent cases related to inclusion and access to instruction for ELLs emerged (Gandara, 2015, Matas, & Rodriguez, 2014, United States Department of Education, 2016). In California, this discourse gained the greatest attention, with the passage of Proposition 227 in 1998, which caused school districts to retract or significantly limit bilingual education programs (Matas & Rodriguez, 2014). Many educators of ELLs believed the dismantling of bilingual programs was done hastily and without merit (Matas & Rodriguez, 2014). In 2016 however, the requirements of English-only instruction for ELLs of Proposition 227 were repealed with the passage of Proposition 98, providing schools with the choice of electing to provide students within instruction in a language other than English.

Presently ELLs nationwide and specifically in California, continue to struggle academically, wherein school districts still await federal and state guidance, and support to determine evidenced-based practices (Artiles, 2015; Gandara, 2015). However, school

districts now have the ability to determine the best match of language instruction, corresponding instructional materials to possibly best address the needs of ELLs. Clearly defined requirements to prepare teachers of ELLs continues to be a work in progress, to ensure that students' cultural and linguistically diverse (CLD) backgrounds are viewed as an asset to the process of effectively educating this growing subgroup of students (Artiles, 2015; Gandara, 2015). The United States Department of Education has provided additional guidance regarding the instruction of ELLs in Title III of the ESEA's ESSA. The ESSA as amended, includes increased language in recognition of the significant growth of ELLs, the continued gap in achievement between ELLs and their native English-speaking peers, and the on-going need to further develop programs and services for these students (United States Department of Education, NCES, 2015). The allocation of equitable resources for all school districts, along with adequate professional development for teachers of ELLs is notably a major facet added in the amended ESSA (United States Department of Education, 2016).

The ESSA includes the provision of additional resources, along with clearly delineated requirements for the use of those funds. The ESSA requires that states, and the Districts within them, demonstrate strict adherence to 34 CFR§76.700- 76.783, whereby "all services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws" (United States Department of Education, 2016). Title III funds therefore are to be utilized to augment and enhance

programs and services for ELLs. The individual states' and their school districts are already required to adhere to Title IV requirements which are to: identify, assess, maintain consistent and effective instructional services and programming resulting from the Lau v. Nichols (1974) and Castaneda v. Pickard (1981) rulings. The rulings also require the provision of highly qualified teachers for English learners to ensure meaningful participation of ELLs in curriculum and instruction, as well as assurances that schools will make every effort to not segregate ELLs (United States Department of Education, 2016). A central requirement of the new ESSA under Title III, is that ELL data be reported by States and their Districts yearly. The recording of such data will enable schools, districts and states to more efficiently track the progress of ELLs, and ELLs with disabilities (Butterfield, 2017; United States Department of Education, 2016). Title III funds should then further State's and District's ability to increase rigor through differentiated instruction and supports, to meet the diverse needs of ELLs.

Exceptionally the ESSA also asserts that ELLs, given their CLD backgrounds, can add value to education systems (United States Department of Education, 2016). In affirmation of this finding, the United States Secretary of Education stated in a recent press release, "under the Every Student Succeeds Act, we have an opportunity to give students the gift of bilingualism and of multilingualism so they are prepared for college and career with a better sense of themselves, their community, their future, and a better appreciation for our diversity as a country" (U. S. Department of Education, Press Office, 2016, p. 1). These remarks are precedent setting, as a new era of education policy, local accountability, and increased inclusionary practices of ELLs and SWD-ELLs is initiated.

Moving forward, there will be a reliance on leaders in schools, in every state, to follow the regulatory guidance of IDEA and the ESSA, to positively transform educational services and practices for serving SWD-ELLs.

Meeting the Complex Instructional Needs of SWD-ELLs in Public Schools

Leaders in the field of education are positioned to increase opportunities for SWD-ELLs to receive equal access and parity of instruction to become productive citizens and compete in today's global economy, alongside their non-disabled native English-speaking peers. Currently, SWD-ELLs, whether served in general education or special education settings, are supported by special education teachers to access curriculum and instruction. However, the determination of what combination of special education and ELD services are necessary, has historically perplexed schools across the nation (Linquanti et al., 2016). States with high concentrations of ELLs, like California, have yet to determine what services and supports and/or what combination of services and supports are most effective for serving SWD-ELLs (Burr et al., 2015; Linquanti et al., 2016). Subsequently, the challenges posed by the need to serve students with differing disabilities, and cultural and linguistic needs, has resulted in a diminished sense of self-efficacy in special education teachers (Cameron & Cook, 2013; Shohani et al., 2015).

The increasing complexities of teaching standards-based curriculum and instruction, along with the rise in enrollments of ELLs across the United States, educators and specifically special educators, are tasked with adapting instruction, and aligning IEP goals to CCSS (Common Core State Standards [CCSS] Initiative, 2013). The IDEA

(2004) mandates that SWD access, and make progress towards, CCSS. The provision of rigorous grade-level instruction in English/language arts and Mathematics, based on CCSS is yet another shift since the adoption of the ESSA (CCSS Initiative, 2013). In response, the United States Department of Education, Office of English Language Acquisition (2016) in their revised *EL Toolkit* provides additional guidance regarding best practices in serving ELLs and SWD-ELLs.

It is in this EL Toolkit, that the United States Department of Education (2016) reiterates the importance of the long-standing requirement of school district to provide SWD-ELLs with programs and services which are disability specific, as per each individual child's IEP, along with English Language Development (ELD) to meet their language specific needs. Special education and general education teachers are therefore challenged to be collaborative partners under this requirement, to adequately adjust instruction to account for the identified needs of their students associated: a) with their disability, b) their language acquisition needs, and c) the rigor of CCSS (Pompa & Thurlow, 2013; Thurlow, 2012). Thus, the language differences and disability needs of SWD-ELLs can be compounding challenges for all educators. Nevertheless, with well-trained collaborative partners, the diverse needs of SWD-ELLs can be met.

In California, as in several similar states with increased enrollments of SWD-ELLs, educators are advised to refer to IEP teams to determine FAPE and LRE, while also assuring that ELL needs are also met through the provision of ELD (Burr et al., 2015; Butterfield, 2017; Saunders, Goldenberg, & Marcelletti, 2013). Thus, IEP teams carry a great amount of responsibility in making recommendations for placement and

service determinations to best serve SWD, and SWD-ELLs. IEP teams, as per 34 CFR 300.321(a) (6-7); EC 56341(b)(6) -(7) are required, but not limited to include, the parent/guardian of the child with a disability, the special education teacher, general education teacher, an administrator of the district, and other special education service providers (i.e. School Psychologist, therapists, etc.) (IDEA, 2004). For a child who is a SWD-ELL, best practice is to also include a staff member who is well versed in second language acquisition/ELD (Butterfield, 2017). Additionally, as required by IDEA (2004) and cited in CA EC 56345(b) for children, "whose native language is other than English, linguistically appropriate goals, objectives, programs and services" must be developed in alignment with the students' level of English proficiency (as per CELDT scores/levels) (Butterfield, 2017). Yet, it may be that professionals with knowledge in ELD are not present in IEP's and there is an assumption that special education teachers hold knowledge which extends beyond the needs of SWD. This assumption may or not be true, as not all special education teachers are also able to adequately address the needs of ELLs.

Presently, efforts are being made to ensure special educators are prepared in evidenced-based instructional practices, based in sound theory for improving educational outcomes for SWD-ELLs. The Council for Exceptional Children (CEC), Division for Learning Disabilities, has provided a position statement indicating essential components of special education for SWD-ELLs (Klingner et al., 2014). The CEC's suggested the following fundamental principles for educating SWD-ELLs:

(a) Culturally and linguistically responsive teachers; (b) culturally and

> linguistically responsive and relevant instruction; (c) a supportive learning environments; (d) assistance with English language acquisition (such as oral language, vocabulary, and academic language development); (e) help in general education classrooms with accessing the general education curriculum; and (f) intensive, research-based interventions designed to help improve academic and, possibly, behavioral skills in targeted areas. (Klingner et al., 2014, p. 1)

To address these six essential principles of instruction, SWD-ELLs require highly trained teachers who are: culturally sensitive, can guarantee culturally and linguistically appropriate instruction, provide explicit instruction in CCSS, and ELD to include primary language support, while also providing access and fidelity to evidenced-based practices (Klingner et al., 2014; Saunders et al., 2013). However, the perceptions special education teachers hold about their capability to meet these principles, based on their differing levels of experience, are dissimilar (Chu, 2016). Teachers have expressed angst associated with the fact that schools in general, are served by teams of professionals with varied experiences, and perceptions about what quality culturally responsive teaching is for SWD-ELLs (Chu, 2016). Common language and practices for the preparation of special education teachers, and school-wide teams are still necessary given the subsequent information.

Special Education Teachers of ELLs

As previously reported, the reauthorization of ESEA has great promise for improving educational outcomes for SWD-ELLs. One central facet of the ESEA is to promote certification requirements, preparation, and on-going professional development

for teachers of ELLs (United States Department of Education, 2016). Though the NCLB Act of 2002 mandated that all students have access to highly qualified teachers (HQT), there is a historical disparity in the distribution of credentialed/qualified teachers across the United States (Adamson & Darling-Hammond, 2012; NCLB, 2008). Although NCLB's HQT requirement, which also included mandates for increased teacher preparation to serve ELLs, continued scarcity of high-quality certified teachers to serve these students persists (Cochran-Smith & Villegas, 2015; Gandara, 2015; Hopkins e al., 2013). To further perpetuate this problem, it is reported that there is an even greater lack of credentialed, highly qualified teachers, in low SES, high minority schools, with high concentrations of SWD-ELLs (Johnson, Kraft, & Papay, 2012).

Resultantly, SWD-ELLs across the United States continue to be taught by special education teachers who have limited preparation and training to serve the language acquisition and literacy needs of ELLs (Klingner & Eppolito, 2014; Park & Thomas, 2012). If minority, underserved students, such as SWD-ELLs, continue to be served by less experienced and lesser trained teachers, poor academic achievement of these students will also continue to be noted (Losen, Hodson, Jongyeon, & Martinez, 2014). The United States Department of Education admittedly reports that there is an inequitable distribution of qualified teachers, in areas with increased enrollments of minority students, and especially in rural regions throughout the United States (Azano & Stewart, 2015; Losen et al., 2014). In direct response to this issue, the amended ESEA "requires that each state ensure that poor and minority students are not taught at higher rates by inexperienced teachers" (Losen et al., 2014, p. 3).

Adamson and Darling-Hammond (2012) have attributed this national unequal distribution of highly qualified teachers to discrepancies in funding within and across states. Such inadequacies as described, pose significant impediments for general and special education teachers, the students they serve, and the overall achievement of their schools and districts. The amended ESEA now augments the mandates outlined in NCLB related to professional development, in direct response to the fact that the growth of ELLs nationwide has superseded the capacity of the existing teacher workforce (Hopkins et al., 2013; United States Department of Education, 2016). The growth in students who are classified as SWD-ELLs in California, has posed increased expectations of special education teachers to quickly adapt, and address the multiple needs of SWD-ELLs. Since the complexity, depth, and rigor of instruction has increased with the adoption of CCSS, so have the expectations imposed on special education teachers (Anchondo, Archon, Nunes, Schulman, & Snodgrass, 2015; Klingner & Eppolito, 2014). The increased expectations of special education teachers are necessary to ensure that SWD-ELLs make academic and social gains (Anchondo et al., 2015; Klingner & Eppolito, 2014).

Along with the amendment of the ESEA, it appears that California has become more committed than ever, to ensure general education and special education teachers complete coursework to effectively serve SWD-ELLs (Anchondo et al., 2015). The California Department of Education has required special education teachers to participate in extensive preparation and training as they strive to enhance services for SWD, ELLs, and SWD-ELLs. California however, is currently facing a significant teacher shortage (Anchondo et al., 2015). All the while, California school districts are identified as having

the highest enrollment of ELLs, SWD, and some of these students are those within the lowest socio-economic status' (SES). Additionally, California also has the highest percentage of newly hired, non-credentialed, teachers (Adamson & Darling-Hammond, 2012). With an abundance of novice teachers, California must quickly adapt general and special education teacher preparation practices, and on-site support. If successful, California could positively improve school cultures, ensuring all teachers receive ample support to teach rigorous content standards and address the diverse needs of SWD-ELLs.

The influx of novice teachers, and a shortage of experienced teachers who have a strong ability to serve SWD-ELLs, is no exception to our collective responsibility to effectively educate SWD-ELLs. California, like other states with high enrollments of ELLs and SWD-ELLs, must evaluate their existing supports to teachers. Albeit, whether a teacher has or has not received adequate preparation or training, all students require educators whom can address their needs related to language acquisition and their identified disability (Klingner & Eppolito, 2014). It cannot be emphasized enough, that special education teachers must possess a unique skill-set to address the varied learning, and linguistic needs of SWD-ELLs (Figueroa et al., 2013; Klingner et al., 2014; Pompa & Thurlow, 2013).

For SWD-ELLs to achieve towards standards-based instruction, special education teachers require the ability to differentiate their instruction and pedagogical practices, while also demonstrating a culturally sensitive disposition to support SWD-ELLs (Figueroa et al., 2013; Klingner et al., 2014; Pompa & Thurlow, 2013). Hence, there is much work to be done to augment an already deprived system of acquiring highly

qualified special education teachers, to serve the high concentration of SWD-ELLs. Thus, given the complex needs of SWD-ELLs, due to their linguistic and achievement deficits, it is important to understand what training and supports, at different stages of special education teachers' careers, will result in increased feelings of self-efficacy.

Preparation and Certification Requirements of Novice Special Education Teachers of ELLs

Special education teachers across the nation join the field of education having different backgrounds and experiences. Special education teachers enter the field with compassion, and a passion for serving SWD and their community. Guiding standards of practice are utilized to develop a shared understanding of what the expectations are for aspiring pre-service, novice, and experienced special education teachers. To ensure special education teachers are fully able to address the needs of SWD, including those with culturally and linguistically different backgrounds the Council for Exceptional Children (CEC) is a leading resource for state and national teacher preparatory programs (Council for Exceptional Children [CEC], 2015). The CEC has provided guidance through the development of ten special educator standards, which detail the skills novice special education teachers should have a command of upon hire: 1) foundations in special education, 2) child development and 3) characteristics of learners individual learning differences, 4) instructional strategies, 5) learning environments and social interactions, 6) communication, 7) instructional planning, 8) assessment, 9) professionalism and ethical practice, and 10) collaboration (CEC, 2004; 2015). With these guiding standards, higher institutions of learning may consider such findings, in which to better prepare

special education teachers to begin their journey of professional practice.

Per NCLB HQT requirements, novice special educators are expected to hold (at minimum) a bachelor's degree from an accredited college or university, demonstrate mastery of core subject matter, and specialized knowledge in the varied learning needs of SWD (CEC, 2004). In addition to the NCLB HQT requirements within the ESEA, states with high enrollments of ELLs such as California and Texas, have included additional requirements for all teachers in preparation programs (Samson & Collins, 2012). California and Texas, which both have ELL populations of over 10%, have determined that pre-service teacher requirements which exceed NCLB HQT requirements, must be compulsory to ensure teacher and ELLs success (Samson & Collins, 2012). These additional teacher preparation requirements include: having knowledge and understanding of the value of cultural diversity, primary language acquisition, the development of second language learners/ELLs, and how to teach academic language (Samson & Collins, 2012).

Certification requirements of special education teachers in California. Guided by the CCTC, California has incorporated national teacher preparation requirements and state performance expectations, requiring additional state-specific measures to prepare teachers to be able to support the varied needs of SWD-ELLs (Jacobs & Hatrick, 2016). Special education teachers in California are required to obtain the Education Specialist credential, in addition to an ELL authorization in Specially Designed Academic Instruction in English (SDAIE) (Jacobs & Hatrick, 2016). California has held firm that teachers of SWD-ELLs are provided with “SDAIE and ELD…across

the full continuum of placement options indicated in the students' IEPs, and in alignment with the disability categories…" (Jacobs & Hatrick, 2016, p. 17). This requirement corroborates the findings of Lopez, Scanlan, and Gundrum (2013), which reported improved achievement of ELLs and SWD-ELLs in states that required general and special education teachers to have (at minimum) foundational knowledge in the role primary language plays in the development of academic language and literacy skills.

The CCTC, as California's teacher and educator licensing agency, is also responsible for the accreditation, certification, and discipline of California's educators (Jacobs & Hatrick, 2016). The California legislature annually receives data from the CCTC related to the supply of teachers employed across the state. The most recent report indicates that California is presently suffering from a shortage of general and special education teachers (Suckow & Roby, 2016). Despite the shortage described by Suckow and Roby (2016), just over 3,000 new special education teachers received their Clear Education Specialist teaching credential. These novice teachers entered the field with varied preparation, with some prepared by California Institutions of Higher Education, others via California District/County Office of Education Intern Programs, and others by out-of-state or out-of-country programs (Suckow & Roby, 2016).

The CCTC annual report also delineates the variances in types of credentials, or temporary credentials held by special education teachers in order to work in K-12 schools. These novice teachers require, at minimum, a bachelor's degree, and one of the following certifications to serve students with disabilities: Education Specialist Credential Clear, Education Specialist Intern Credential, Education Specialist Provisional

Intern Permit (PIP), and Education Specialist Short-term Staff Permit (STSP) (Suckow & Roby, 2016). The Education Specialist clear credential is ideally what all special education teachers in California would hold, however due to the teacher shortage, many novice special education teachers in the field hold provisional or short-term intern permits.

In addition, to requiring a credential serve SWD, special education teachers also require an authorization or certificate to serve ELLs. Novice special education teachers entering the field hold an embedded authorization the Education Specialist with EL authorization, or they hold the Bilingual or Cross cultural, Language and Academic Development (BCLAD or CLAD) certificate, Waiver or Emergency CLAD or Bilingual Authorization along with their Education Specialist credential (Suckow & Roby, 2016). Notably, the CCTC reports that there are 2500 special education teachers who currently hold EL authorizations issued on credentials, certificates, intern credentials, permits, or waivers (Suckow & Roby, 2016). The CCTC has indicated that there are several approved "pathways for an individual to gain or demonstrate that he or she has the knowledge, skills, and abilities to teach English learners" (Suckow & Roby, 2016). Pre-service or novice teachers can demonstrate the ability to serve ELLs by completion of coursework which is embedded with their specific credentialing program, completion of a California Teacher of English Learners (CTEL) program, passage of the CTEL examination, or completion of a certificate of completion of staff development (CCSD) (Suckow & Roby, 2016). Thus, special education teachers enter the teaching profession with varied coursework, and methods of demonstrating competency to serve SWD-ELLs.

California has made a commitment to improve the provision of qualified, effective teachers, to serve, each of their students. The CCTC has upheld this mission by proving guidance to districts, schools, and educators throughout the state. Most beneficial to the field, the CCTC has created a common language regarding the expectations for the teaching profession in California, through the California Standards for the Teaching Profession (CSTPs) (CCTC, 2009). The CSTPs were developed to support pre-service novice and experienced teachers, across their careers, to further assist them with developing and honing their professional practice (CCTC, 2009). The CSTPs consist of six standards: "engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction, and designing learning experiences for all students, assessing students for learning, and developing as a professional educator" (CCTC, 2009, p.3). It is important to note that those standards, which indicate ‘all students’, refers to California’s "full spectrum of students", whom many are of multi-cultural, multi-lingual, and economically diverse backgrounds (CCTC, 2009, p.3).

Preparation of novice special education teachers. The CCTC while providing all oversight for the issuance of credentials, the CCTC also has the authority over making recommendations for supported fieldwork experiences for pre-service and novice teachers (Jacobs & Hatrick, 2016). The CCTC, however, has no authority on local school districts’ retention policies, or actual provision of professional development (Jacobs & Hatrick, 2016). Local school districts, therefore, have the liberty of determining the delivery of professional development opportunities for their teachers, whether novice or

experienced. The professional development needs of novice teachers however, have been found to be distinct to those of experienced teachers (McLeskey & Brownell, 2015). McLeskey and Brownell (2015) in their research related to pre-service and novice special education teachers, reported that these teachers require a well-rounded experience which includes a balance of theory, and classroom/school-site fieldwork.

At the time of this research study little evidenced-based research was found in support of what are the most effective practices in the preparation of novice special education teachers to increase the academic achievement of SWD-ELLs (Goldenberg, 2013). Park and Thomas (2012) reported that teachers lack the preparation, to fully understand and serve the needs of ELLs with and without disabilities. Teacher shortages, variance in teacher preparation programs, inconsistencies in referral, assessment, and services provided to SWD-ELLs has only resulted in the continued achievement gap between ELLs, SWD-ELLs, and their native English-speaking peers (Park & Thomas, 2012). Although, alternative and flexible teacher preparation programs have been found to assist rural school districts faced with teacher shortages, and the hardships they face in their attempts to acquire more teachers; variances in the quality of these programs is a concern (Scherer, 2012). Even with alternative programs rural schools have difficulties in recruiting and retaining HQT, resulting in an inequitable amount of non-HQT in rural schools (Azano & Stewart, 2015). Azano and Stewart's (2015) examination of the needs of novice teachers in rural schools, found that poorly prepared novice teachers in mass were detrimental to the success of SWD and SWD-ELLs.

There is research which indicates that novice teachers perceived themselves as capable, committed and comfortable with serving SWD-ELLs, after having been provided with in-depth dual credential programs which included bilingual/biliteracy and knowledge in evidenced-based special education practices (Ochoa et al., 2014). Subsequently, Anderson, Smith, Olsen, and Algozzine (2015) also reported on the virtues of dual preparation programs which equally focus on categorical content knowledge, and evidence-based practices in special education. Novice teachers, with these types of dual certifications, were found to be able to adequately accommodate or modify instruction in response to the needs of SWD-ELLs (Anderson, Smith, Olsen, & Algonzine, 2015).

Unfortunately, when ill-prepared, novice teachers often misinterpret students' language needs with deficits in learning, and cultural differences as attributes of disengagement and disenfranchised attitudes towards learning (Huang, Berg, Romero, & Walker, 2016). For these reasons, novice teachers in rural areas must be supported in their development, towards becoming into culturally responsive teachers who understand the value of diversity, and are comfortable and capable of working with ELLs from low SES backgrounds (Azano & Stewart, 2015). Equity and social justice in schools today necessitates that all teachers develop skills in differentiating and strategizing instruction to target the learning deficits of SWD-ELLs (Cavendish & Espinosa, 2013). Increased access to highly qualified teachers, in settings with students of high minority and low-SES backgrounds, can reduce the achievement gap between these students and their native English-speaking peers (Adamson & Darling-Hammond, 2012). Equally, increased amounts of coursework and professional development related to English

language development, and linguistically responsive pedagogy, has been found to directly increase the reading achievement of ELLs (Huang et al., 2016; Lopez, Scanlan, & Gundrum, 2013).

Professional development of novice special education teachers. The first years in the teaching profession are crucial. Novice teachers initial professional experiences can shape teachers' future experiences and perceptions based on their success and failures faced in these early years (Holzberger et al., 2013, Holzberger et al., 2014). The accumulation of responsibilities of special education teachers to develop their knowledge in evidenced-based practices, and IDEA (2004) special education laws and state mandates, has increased the amount of pressure placed on these teachers (McLesky & Brownell, 2015; Ochoa et al., 2014). The expectations placed upon novice teachers to address the needs of students from low-SES backgrounds, SWD and SWD-ELLs can be thought of as daunting (McLesky & Brownell, 2015; Ochoa et al., 2014).

Novice teachers are now required to enter the field with a depth of understanding of the development of individual differences of SWD, and the application of appropriate pedagogical and instructional strategies to effectively teach SWD, and SWD-ELLs (CEC, 2015). Consequently, without the necessary preparation and training to become highly qualified to effectively serve SWD-ELLs, special education teachers cannot significantly increase their mastery of teaching or their level of self-efficacy. With targeted and well-designed professional development, special education teachers can solidify their knowledge as related to evidence-based practices, pedagogy, and content, to feel knowledgeable, and with a sense of self-efficacy to adequately address the needs of

SWD-ELLs.

With an array of supports, from mentorship, to on-going opportunities for professional development, and collaboration time with colleagues, novice teachers can deepen their learning and skill to develop as professionals (Scherer, 2012). The CEC (2004) has provided guidance regarding induction and mentorship programs, suggesting the mentorship of novice teachers include: “facilitating the application of knowledge and skills learned; conveying advanced knowledge and skills; acculturating into the school’s learning opportunities; reducing job stress and enhancing job satisfaction; and supporting professional induction” (p. 8). Ingersoll (2012) shared that induction programs, paired with mentorship and collaboration time with experienced teachers, was the best predictor of novice teacher retention. Participation in student teaching, and then in-class coaching during the first year, was also found to increase the likelihood of novice teachers staying in the teaching profession (Scherer, 2012). Collectively, supportive school cultures with layered supports for novice teachers will garner successful outcomes for both teachers and their students (Ingersoll, 2012).

As previously noted, United States schools, and California schools specifically, are staffed with teachers who are not entirely prepared to meet the cultural, socio-economic, and varied learning needs of their students (Adamson & Darling-Hammond, 2012). Disparities are reported between the quality and consistency of support received by novice teachers, from pre-service to induction, across California’s schools (Adamson & Darling-Hammond, 2012). To increase the academic achievement of SWD-ELLs, novice teachers require an understanding of how to further adapt instruction and build

their collaborative skills to share those adaptations with their colleagues (McLesky & Brownell, 2015). Romero and Romero (2016) in their research related to pre-service and novice teachers, also found that teachers felt especially empowered as professionals, when provided with professional development related to culturally responsive teaching focused on: language, content, and cultural diversity.

It remains unclear however, if teachers in the field are receiving such combinations of professional development during the early years of their career. Current research reports that "less than 2% of special education teachers in California are credentialed in both bilingual and special education disciplines" (Ochoa et al., 2014), such information provides insight for future preparation and further development of novice teachers. Novice teachers who serve SWD-ELLs require ample opportunities to strengthen pedagogy, content mastery, and collaboration with general and special education colleagues (Cavendish & Espinosa, 2013; McLeskey & Brownell, 2015; Nguyen, 2012). Leaders in the field of special education, therefore have a responsibility to design targeted professional development, mentorship, and collaborative opportunities to enable novice teachers to develop their abilities.

Preparation and Certification Requirements of Experienced Special Education Teachers of ELLs

A need for professionals who are well versed in the educational complexities of SWD-ELLs is required. As explained with the preparation and certification of novice teachers, California's experienced teachers are expected to have acquired several prerequisite skills prior to obtaining a full/clear Education Specialist credential

authorizing then to serve SWD. Experienced teachers are required to complete a baccalaureate degree, pass the California Basic Educational Skills Tests (CBEST), demonstrate content/subject matter competency via passage of the California Standards for Excellence in Teaching (CSET) exam, along with a set number of hours of field-experience (CCTC, 2016; Karge & McCabe, 2014). In addition, experienced special education teachers, in California, are those who have completed advanced coursework related to the development, learning, behavioral and instructional needs of SWD (CEC, 2015). These teachers then proceed to earn the Education Specialist credential with an embedded English Learner authorization (CCTC, 2016). Because of such coursework and experience, one would assume, that these special education teachers feel knowledgeable in evidenced-based practices, pedagogy, and content.

Recently however, researchers has shown that novice and experienced special education teachers, alike, have reported feelings of having received insufficient preparation and training to serve the distinct learning challenges of SWD-ELLs (Tyler & Garcia, 2013). Further, special education teachers were found to have attributed this lack of preparation and training, to on-going feelings of pressure and stress (Tyler & Garcia, 2013). For this reason, leaders in the field are urged to invest the time in creating support systems which fosters professional development. By creating opportunities for professional development, leaders can intentionally encourage capacity and self-efficacy of teachers, to address the educational needs of underserved students (Javious, 2016). Teachers are life-long learners, who require meaningful, targeted opportunities to develop the skills necessary to differentiate instruction to address the needs of all students.

The CDE and CCTC have continued to demonstrate a unified presence in support of California's diverse student population, to include SWD-ELLs. In a recent California CCTC ELLs with Disabilities Symposium, an emphasis was placed on the principle needs of SWD-ELLs, as defined in California Education Code §44253.1 (Jacobs & Hatrick, 2016). When describing the complex needs of SWD-ELLs, Jacobs and Hatrick (2016) emphasized the following "…for these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages…" (p.12). Experienced fully credentialed special education teachers in California, in accordance with California Education Code, are also authorized to provide SDAIE strategies (CCTC, 2016, p.1). One could infer then, that certification and authorization relates to skill in SDAIE strategies, yet assumptions cannot be made that each teacher has experience and mastery of those skills.

Special education teachers, may or may not have had ample experience in working with SWD-ELL to hone the use of SDAIE strategies. Thus, special and general education teachers require sufficient preparation and support within their schools. These teachers necessitate opportunities to further develop their repertoire of skills in meeting the diverse needs of SWD-ELLs (Nguyen, 2012). The ESEA has improved language for the use of Title III funding provided to states and individual districts, in support of teacher development to teach ELLs (United States Department of Education, 2016). Title III funding should be utilized by individual states and districts to augment the

professional development already required of them to ensure all teachers of ELLs are certified to teach ELLs, as well as now increasing their efforts to effectively train all teachers (novice and experienced) of ELLs (United States ESEA, 1965, Sections 3111(b)(2)(B)- 3115(c)(2)). The added Title III requirements, along with additional funding to initiate these tasks, could be the elements that were missing under NCLB and can jump start efforts to securing highly qualified personnel to meet the complex needs of ELLs and SWD-ELLs.

Professional development of experienced teachers. The ESEA explicitly annotates that teachers require in-depth and on-going professional development throughout their careers (United States Department of Education, 2016). This requirement is in contrast with past practices existing within school districts where one-time, and sporadic training for teachers occurred, and did not yield adequate achievement of ELLs (United States Department of Education, 2016). Feng and Sass (2013) discussed these past practices related to professional development, reporting that informal training of special education teachers, had no direct effects on the academic performance of SWD. Whereas, special education teachers with advanced degrees, and who received on-going targeted professional development, resulted in significant increases in the academic achievement of SWD (Feng & Sass, 2013). The ESEA, in the Title III requirements as previously annotated, not only require professional development of all teachers of ELLs, but a call for enhanced training to increase teacher effectiveness to promote successful academic outcomes for this sub-group of students.

The CEC also calls for continued professional development and growth for

special education teachers to hone their skills (CEC, 2015). The CEC describes and supports the constant process for professionals in the field of special education to demonstrate a level of self-reflection on their craft, and the quest to refine their skills to ensure they can address the complex needs of their students (CEC, 2015). In California, the CSTP's Standard six: Developing as a Professional Educator, also indicates that teachers require continuous, targeted, participation in professional development to facilitate their growth (CCTC, 2009). The CSTP's provide ample guidance to educational leaders to ensure that teachers embody a level of proficiency and effectiveness required of the profession to serve all of California's students.

Given that experienced teachers require continuous relevant professional development. Experienced teachers require opportunities for growth that can expand their comfort and ability to address the language and learning needs of SWD-ELLs. It is how district and school leaders craft such opportunities for professional development, that require greater prioritization and focus. In research related to rural areas with increased densities of students from low-SES backgrounds, ELLs, and SWD-ELLs, special education teachers were found to have the greatest need for targeted professional development (Sutton, Bausmith, O'Connor, Pae, & Payne, 2014). On-going research has concurred that experienced special education teachers in the field, have continued to express a desire for more professional development opportunities related to the instruction of SWD-ELLs (Chu, 2016). Experienced teachers, just as novice teachers, are seeking support and training to build their skill in serving this population of students.

Though greater professional development initiatives are occurring in schools,

much work is still necessary to serve the unique demands placed on special education teachers across the United States, but especially in rural areas (Sutton et al., 2014). Increased opportunities for capacity building are necessary to improve not only the skill-set of these rural special education teachers, but was also attributed to be a factor which increased teacher retention rates in rural schools (Sutton et al., 2014). Karge and McCabe (2014) found that experienced special education teachers, averaging ten years of experience or more in the field, reported to have valued alternative certification programs, which provided opportunities for field work with diverse student populations. Intentional planning of professional development which includes field work to build teacher capacity to serve SWD-ELLs, may be the key to improving teacher sense of self-efficacy. Such professional development could potentially increase retention rates and possibly decrease the shortage of special education teachers.

Provision of professional development through on-site supports for special education teachers. California has excelled in the provision and delivery of alternative certification programs, which have base requirements in the provision of intensive opportunities for training in content, pedagogy, field-experiences which included coaching, mentorship, and collaboration with colleagues (Karge & McCabe, 2014). Experienced teachers, who completed this form of certification program reported an increased ability to provide standards-based curriculum, and serve a broad spectrum of students from diverse backgrounds (Karge & McCabe, 2014). There are variances in the programs and colleges, and universities attended and completed by teachers in California, as in all other states. The above information provides only a glimpse of what has worked

from some of California's teachers, and in part is replicable in schools across the state.

On-site intensive and on-going training in content, pedagogy, the provision of coaching, mentorship, and collaboration with colleagues is possible, but perhaps missing in many of California's schools. Teacher coaching, at every stage of a teacher's career, has been reported by Javious (2016) to be a principle factor necessary in schools for building upon teachers' skill-set to address the varied language and learning needs of the students found in United States schools today. Schools which provide both coaching and mentorship of their teachers have also been noted to increase feelings of preparedness of both the novice and experienced teachers (Cochran-Smith & Villegas, 2015). Such systems of collaboration amongst teachers, has been recommended by the CEC as necessary for the professional development of special education teachers abilities (CEC, 2015). If given the opportunity, therefore, special education teachers, through collaboration with their colleagues, can learn to adapt and adjust their instructional practices to meet the language and learning needs of the SWD-ELLs.

Chu (2016) found that experienced special education teachers, when working in school's which incorporated culturally and linguistically appropriate practices, demonstrated increased perceptions about their ability to serve their students. Cochran-Smith and Villegas (2015) further reported that teacher self-efficacy increased when school cultures were responsive to the diverse needs of its teachers and students. The work of DuFour and Mattos (2013) urges school administrators to demonstrate leadership by building cultures of collaboration by increasing collective responsibility, shared teaching practices through professional learning communities, and intensive targeted

professional development. Such school cultures are reported to improve professional practice and student achievement (DuFour & Mattos, 2013). A study of one cohort of California's special education teachers who completed a alternative certification program paired with continued on-site intensive opportunities for coaching, mentorship, field-work, and coursework related to standards-based curriculum, and instruction of SWD and ELLs, resulted in a teacher retention rate of 96 percent (Karge & McCabe, 2014).

Opportunities for collaboration and administrative leadership in schools are consistently ascribed to increase the retention of highly qualified teachers, who can directly impact their students' achievement (Johnson et al., 2012). Experienced teachers, therefore, require the supports necessary to build their professional practice, sense of self-efficacy, and potentially increase the likelihood of them remaining in the profession. With the increased demands placed on teachers to meet the diverse needs of students in schools today, the adverse implications of high teacher turnover on student achievement cannot be overlooked (Ingersoll, 2012). It is therefore imperative for schools to recognize that teachers, regardless of years of experience, have a continuous need for on-going professional development (Scherer, 2012).

Increased teacher quality is notably and directly related to successful student outcomes (Feng & Sass, 2013; Kunter et al., 2013). Kunter et al. (2013) in their study regarding teacher competence, teacher motivation, and self-efficacy, found that increased levels of pedagogical content knowledge did increase teachers' feelings of professional motivation and efficacy, which in turn increased student outcomes. Recently, the California Special Education Task Force provided written guidance recommending that

schools incorporate more opportunities for job-embedded learning (Anchondo et al., 2015). Specifically, Anchondo et al. (2015) recommended increased training in evidenced-based practices, which are viewed to be a key feature to "significantly improve outcomes for all of our state's diverse learners'" (Anchondo et al., 2015, p. 82).

Professional Development and the Evaluation of Special Education Teachers

In preceding research Jones, Buzick, and Turkan (2013) annotated that both administrators and teachers alike, require additional training to ensure that evidenced-based practices are utilized to meet the learning needs of ELLs and SWD. Nevertheless, common language between teachers and administrators, is still necessary to bring about effective and more appropriate measures to evaluate teacher effectiveness (Jones, Buzick, & Turkan, 2013). To create valid and reliable evaluation systems common language in relation to the expectations for effective instruction of SWD-ELLs, amongst general and special educators', and their administrators must exist (Jones et al. 2013). Mechanisms to provide specific training for teachers are part of a process of increasing teacher effectiveness, student achievement, and systems of teacher evaluation (Smylie, 2014).

Teacher evaluation may be beyond the scope of this study. Nonetheless, it must be noted that teacher evaluation and professional development should be connected and interrelated (Santos, Darling-Hammond, & Cheuk, 2012; Smylie, 2014). Thus, school leaders must be mindful of the connections between how they train and evaluate teachers (August, Salend, Fenner & Kozik, 2012a). All teachers, experienced and novice, should be evaluated on their ability to effectively educate all students. Pedagogy which includes universal design for learning, can and should be an integral part of all teachers' repertoire

to ensure meaningful access to standards-based instruction for all learners (August et al., 2012). Leaders can only appropriately evaluate teachers' instructional practices with ELLs, when expectations are clear (August et al., 2012). In so doing, leaders can influence, and build school cultures, which value accountability and growth towards systematically meeting the diverse needs of ELLs, and SWD-ELLs (August et al., 2012).

Supporting ELLs in schools across the nation, to include SWD-ELLs, is impossible without the provision of cohesive support of teachers through high-quality professional development, instructional materials, and supportive, collaborative school cultures (August et al., 2012a). Moving forward, and in alignment with the ESEA, schools and in particular school districts in California, can deliberately work to create cohesive systems of teacher preparation, to further the delivery of targeted professional development. Only then can professionals in the field, administrators and teachers, can develop systems of evaluation which bring about a shared responsibility to seek and provide meaningful opportunities for professional development. Such alignment could be the element which builds general and special education teacher capacity and self-efficacy to serve not only the complex needs of SWD-ELLs, but all students.

Summary and Conclusions

Bandura's (1977, 1997) research has shown that high levels of self-efficacy can increase teacher's self-perceptions of their abilities and motivation to serve in their students. To expand upon Bandura's (1977, 1997) theory of self-efficacy, and Tschannen-Moran and Woolfolk-Hoy's (2001) findings that teachers' perceptions of their levels of self-efficacy are context specific, this study further explores novice and

experienced special education teacher feelings of self-efficacy. Javious (2016) reported that feelings of self-efficacy to serve culturally and linguistically diverse students are central to how teachers perceive their achievement. In turn, it has been found that self-efficacy can directly affect teachers' motivation to teach, and the achievement of SWD-ELLs (Javious, 2016). It has been found that professional development which specifically targets the language and learning complexities of SWD-ELLs can maximize teacher capacity (Feng & Sass, 2013).

United States schools have identified an increased need to develop the ability and efficacy of special education teachers, in which the CEC has developed a thorough set of professional standards for both novice and experienced teachers (CEC, 2004, 2015). In California, the CSTP have been well-established standards of practice, whereby the CDE with the CCTC certify general and special education teacher competency of skill based on these standards (CCTC, 2009, 2014; 2016). Nevertheless, general and special education teachers, novice and experienced, despite extensive coursework, field-experience, and training, continue to express a need for further professional development to address the complex challenges of serving ELLs, SWD, and SWD-ELLs (Cameron & Cook, 2013; Fernandez & Inserra, 2013; Ingersoll, 2012; Park & Thomas, 2012; Shaukat & Iqbal, 2012; Shohani et al., 2015). The United States Department of Education has acknowledged a disparity in equity, practice, and the overall achievement of these students (Cochran-Smith & Villegas, 2015). Such complexities in the learning needs of these culturally and linguistically diverse students, also results in a significant amount of stress for many of their teachers (Cameron & Cook, 2013; Fernandez & Inserra, 2013;

Ingersoll, 2012; Park & Thomas, 2012; Shaukat & Iqbal, 2012; Shohani et al., 2015).

The instructional, language, social, and possibly behavioral needs of ELLs requires targeted interventions prior to referral for special education. Only if these interventions fail, further assessment may be warranted, where appropriate referral processes and assessment for special education should take place (CDE, 2017b). It is then that IDEA (2004) mandates and regulations will be guaranteed to the ELL. Beginning with appropriate assessment tools and procedures, which take into consideration linguistic, cultural, ethnic and economic diversities, and culminate in IEP determinations based on strict adherence to the criteria for eligibility of a student under IDEA (2004). If identified as a student with a disability, informed IEP teams, can then determine appropriate special education programs and services to be combined with linguistically appropriate goals which address students' language and learning needs (IDEA, 2004). An IEP for SWD-ELLs must include linguistically appropriate goals aligned to CA common core and ELD standards (Butterfield, 2017; IDEA, 2004; CDE 2017b). Given these requirements, SWD-ELLs educational needs could be addressed to promote positive educational outcomes.

Even so, as a sub-group of students, SWD-ELLs continue to demonstrate significantly lower achievement gains. On statewide and national assessments of academic achievement, SWD-ELLs have demonstrated skill in both English language arts and mathematics far below their English only speaking peers (CDE, 2015a; Kenna et al., 2016; Hill, 2012). The United States Department of Education has acknowledged the disparity in equity, practice, and the overall achievement of these ELLs (Cochran-Smith

& Villegas, 2015). Likewise, with the staggering enrollments of ELLs in California, emphasis has been placed on the growing concern associated with the gaps in this sub-groups' achievement, but also the fact that approximately 21% of SWD are ELLs (Price & Brown, 2016).

Adequate instruction of SWD-ELLs can only occur with adequately prepared special education teachers in every classroom, in every school, in every state across the country (Samson, 2012). The CCTC (CCTC, 2009) has stated that, "there is a critical need for teachers who are responsive to the varied socio-cultural, racial, religious, ethnic, linguistic, and economic backgrounds, of all students, and to consider how learning differences…and other aspects of humankind influence learning and teaching" (p. 2). To meet the comprehensive language and learning needs of SWD-ELLs, special education teachers, across years of experience, need to feel effective in their roles as professional educators to effectively serve their students. Further support and development of both novice and experienced special education teachers in evidenced-based practices could afford SWD-ELLs with greater access to quality instructional and pedagogical practices. Progressive steps to meet the professional development needs of special educators, could be the key to increasing both teacher sense of self-efficacy and student achievement.

Ingersoll (2012) suggested that comprehensive induction programs, which include ample support from school-site administrators, and on-going mentorship opportunities upon hire, are critical to ensuring that teachers stay in the field. Subsequently, the need then becomes two-fold: 1) special education teachers, throughout their careers, need preparation and training to be highly qualified to teach SWD-ELLs, and 2) districts

require the resources to build special education teachers capacity and self-efficacy to retain them and support on-going student achievement. As previously noted, past research tells us that when teachers have high self-efficacy, they are more motivated and able to positively affect the achievement of their students (Tschannen-Moran & Woolfolk Hoy, 2001, 2001a). Likewise, with increased experiences with specific groups of students and in specific contexts, teachers sense of self-efficacy increases (Bandura, 1997). For the most part, however, research is related to self-efficacy and the performance of general education teachers, and typically achieving non-ELL students, with a limited body of research related to SWD-ELLs. Therefore, it was hypothesized that special education teachers who lacked the needed preparation and training to serve SWD-ELLs would also demonstrate depressed levels of self-efficacy.

The evolution of the Education for All Handicapped Children Act to IDEA (2004), along with supporting case law, has resulted in enhanced mandates to ensure ELLs and SWD-ELLs receive evidenced-based instructional practices, to meet their unique needs. In addition, the ESEA of the ESSA in its recent amendment, requires the use of evidenced-based practices, and ample intensive and targeted opportunities for states and their districts to provide targeted professional development for teachers to specifically address the needs of culturally and linguistically diverse learners, such as ELLs, and SWD-ELLs (United States Department of Education, 2016; United States Department of Education, NCES, 2015; United States Department of Education, Press Office, 2016). Consequently, the continued increase in student diversity has perpetuated teachers needs for training, to meet the diverse learning needs of their students.

Research continues to be limited as it relates to the self-efficacy of special education teachers, and their preparation and training to serve SWD-ELLs. Equivocally, there is a lack of research regarding the determinants of perceived levels of self-efficacy of special education teachers at differing stages of their career, and their continued need for training and support to serve SWD-ELLs. By beginning with the state with the largest population of SWD-ELLs, the state of California, great strides can be made towards: 1) determining missing elements in current special education teacher preparation and on-site training, at the different stages of their career, and 2) how gaps in preparation and training effects special education teacher's sense of self-efficacy to serve SWD-ELLs.

Chapter 3: Research Method

The purpose of this study was to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. In addition, I explored what training and supports these teachers have received, and what they feel are still needed to improve their sense of self-efficacy to serve SWD-ELLs. Thus, I simultaneously collected and analyzed quantitative and qualitative data using a concurrent mixed method design to examine the self-reported sense of self-efficacy of novice and experienced special education teachers in California who serve SWD-ELLs (see Lodico et al., 2010; Terrell, 2012).

Quantitative research methodology was used to explore novice and experienced special education teachers' preparation, credentials, authorizations, or certificates held to serve SWD-ELLs, along with their self-rated levels of self-efficacy. Specifically, I used the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a) to gather the self-reports of self-efficacy of the participating special education teachers. I concurrently conducted qualitative research to determine if these teachers had received on-site training and supports, and what potential types of training and supports are still desired to increase their ability to serve the varied needs of SWD-ELLs.

In Chapter 3, I discuss the relevance of the setting, the research design and rationale, and my role as researcher. I also review the methodology, including participant and instrument selection. The data analysis plan, as well as any potential threats to validity of this research study are noted, along with a thorough explanation of ethical procedures I followed throughout.

Setting

In this study, I included special education teachers of SWD-ELLs from school districts in California counties with the highest enrollments of ELLs. California has the highest enrollment of ELLs, and approximately a third of the country's school districts with the greatest concentrations of ELLs are served in this state (Ruiz Soto et al., 2015; United States Department of Education, NCES, 2015). Of California's 6.2 million students served in public schools, just over 1.3 million are ELLs (CDE, 2016). Approximately 20% of these ELLs are SWD-ELLs (Price & Brown, 2016). With a preponderance of SWD-ELLs in California's K-12 public schools, there are 6,250 special education teachers across the state working to meet the educational needs of these students (Suckow & Roby, 2016). The CDE reports that 2,500 of these California special education teachers are authorized to serve SWD-ELLs (Suckow & Roby, 2016). With the high SWD-ELL enrollment and pool of special education teachers who serve them, I determined that California would be an ideal state from which to gather a broad range of self-reported self-efficacy ratings and responses from special education teachers of SWD-ELLs.

Research Design and Rationale

California's special education teachers complete advanced coursework beyond a baccalaureate degree to receive an Education Specialist teaching credential to serve SWD, as well as authorization or certification to serve SWD-ELLs (CCTC, 2014). Despite receipt of such credentials and authorizations, there are teachers who have reported feelings of low self-efficacy and an on-going desire for adequate training to

serve SWD-ELLs (Cameron & Cook, 2013; Shohani et al., 2015). These feelings held by teachers are coupled with the realization of and need to end the continued discrepancy between the academic achievement of SWD-ELLs and their non-disabled non-ELL peers (CCTC, 2014; Samson & Collins, 2012). For these reasons, I developed the following research questions to investigate the self-efficacy of novice and experienced special education teachers of SWD-ELLs in California and their perceived need for additional training and supports:

*RQ*1 (Quantitative): What are the differences, if any, between California's novice and experienced special education teachers' self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

$H_0$1: There is no significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$1: There is a significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

$H_0$2: Years of experience and credentials and/or authorizations held do not result

in significant differences amongst special education teachers in California and their rated levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$2: Years of experience and credentials and/or authorizations held results in significant differences amongst special education teachers in California, and their rated levels of self-efficacy in serving SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*3: (Qualitative) What training or supports do special education teachers report to have received to effectively teach SWD-ELLs?

*RQ*4: (Qualitative) What training or supports do these teachers feel are still needed to improve their self-efficacy to effectively teach SWD-ELLs?

I conducted this study to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. Results of the research can facilitate conversations regarding what training and supports these teachers have received and feel are still needed to improve their sense of self-efficacy to serve SWD-ELLs. This study is based on Bandura's (1977, 1997) theory of self-efficacy. Bandura (1977, 1997) found a direct relationship between individuals' introspection or feelings about their knowledge and capabilities related to a specific context, their perceptions of self-efficacy, and their persistence to achieve. Bandura's research has been expanded upon in the work of Tschannen-Moran and Woolfolk Hoy (2001). Tschannen-

Moran and Woolfolk Hoy (2001) found a distinct interplay between teacher self-efficacy, ability or perceived capability to teach, and motivation to effectively perform in the classroom.

To further expand upon Bandura's (1977) self-efficacy theory, this research study includes an in-depth examination of a sample of California's special education teachers' self-ratings of self-efficacy, along with a comparison of how the reported preparation and on-site training and support of these teachers has affected their sense of self-efficacy and perceptions about their instructional skills to positively impact the learning of SWD-ELLs. Mixed methods research was necessary to answer the quantitative and qualitative research questions of this study. I determined that a concurrent mixed methods design was best to examine the quantitative and qualitative research questions of this research study because I sought to develop a full understanding of the perceptions and needs of special education teachers of SWD-ELLs.

Specifically, I used a concurrent mixed method design to examine and compare the quantitative self-reported ratings of self-efficacy of participant novice and experienced special education teachers in California who serve SWD-ELLs (see Lodico et al., 2010; Terrell, 2012). This concurrent mixed methods research included quantitative analysis to explore the preparation, certifications and authorizations, and years of experience held by the special education teacher participants. The research also included simultaneous qualitative data collection via open-ended questions which were posed to the participants to further identify the types of training and supports received, and the desired training and supports still needed by these teachers. To gather the extent of

information necessary to answer the research questions of this study, I invited special education teacher participants in school districts in three California counties with the highest enrollments of ELLs to respond to a data collection tool which included both the quantitative and qualitative questions. Specifically, the data collection tool included the TSES self-efficacy questionnaire, demographic questions, and open-ended questions. I concurrently collected and concurrently analyzed the quantitative and qualitative data.

I used a mixed methods concurrent triangulation strategy to gather the necessary quantitative and qualitative data, analyze such data, and then compare the results (see Terrell, 2012). In so doing, I was able to make various comparisons between the self-reported ratings of self-efficacy, demographic data, and responses to open- and closed-ended questions on the survey. Concurrent mixed methods research enabled me to gain a "breadth of generalization offered by quantitative research with a depth of detailed understanding offered by qualitative research" (Terrell, 2012, p. 273). I used the concurrent analysis of both the quantitative and qualitative data to gain a greater understanding and offer thorough comparison of a sample of California's novice and experienced special education teachers' perspectives related to their preparation and training, and their self-reported self-efficacy ratings to serve SWD-ELLs.

Role of the Researcher

For this study, I did not take on the role of observer or participant and did not have any interaction with the special education teacher respondents. My primary role of was to electronically disseminate (via email) a web-based data collection tool. I was

solely responsible for the analysis of all data gathered from the qualitative and quantitative portions of the web-based data collection tool.

I am employed as a special education director in a southeastern rural county of California, where I have worked in the field of special education for approximately 16 years. This rural county of California has one of the highest percentages of ELLs in the state and serves a population of 43.3% of ELLs, which is higher than California's all-county average of 22.3% (Kidsdata.org, 2015). Through my experiences in this county, I have led, supervised, and supported special education teachers of SWD-ELLs. I have gained an understanding of the abilities, feelings, struggles, and continued needs of these teachers. However, a greater depth and breadth of information was desired to further support special education teachers and their leaders in determining what the on-going needs of these teachers are to increase the achievement of SWD-ELLs.

I am also a member of a state-level special education advisory group in California. This affiliation assisted with ease of dissemination of the web-based data collection tool to those districts with the highest enrollments of ELLs. In choosing to be a non-participant, non-observer researcher, I did not have any power over or power relationships with any of the participants. Part of my work duties was to directly supervise special education teachers of students with moderate/severe disabilities in one county. However, a main delimitation and limit to the scope of this study was to exclude special education teachers of students with moderate/severe disabilities, and only include special education teachers of students with mild/moderate disabilities.

The exclusion of teachers of students with moderate/severe disabilities not only maintained the validity of the research findings, but also ensured that I did not include teachers under my direct supervision to participate in this study. The survey therefore was not disseminated to any of the special education teachers who work directly under my supervision. These safeguards ensured that no issues related to power occurred. Subsequently, my role did not cause any negative impacts on the ability of the participating special education teachers to respond with full honesty to the electronic data collection tool. Hence, there were no anticipated or actual issues posed by my role, as the researcher, which could have negatively affected the special education teachers' participation or the results of this research study.

Methodology

Participant Selection

To conduct this research study, the population of participants was derived from special education teachers from districts within three counties in the state of California with the largest enrollment of ELLs, in comparison to the states average. Maximum variation, purposeful random sampling, of special education teachers occurred to ensure that a broad range of participants from differing backgrounds, experiences, and levels of education were included. Maximum variation sampling of participants occurred by first acquiring the electronic mail addresses of special education teachers from the three counties, and their respective districts, in the state of California who serve SWD-ELLs. The process utilized to recruit special education teachers first occurred by using the California Department of Education website, along with websites from California county

offices of education and school districts, to identify all counties with populations of ELLs enrolled in K-12 public schools. A detailed listing of California's counties by number of enrollment and total percentage of ELLs served was utilized to identify areas with the greatest enrollments of ELLs (please see Appendix A).

Specific recruitment efforts were placed on the recruitment of special education teacher participants who serve in areas with highest concentrations of SWD-ELLs. Please note that a more detailed description of participant recruitment procedures can be found in a subsequent section of this Chapter. To determine an adequate sample size, of the population of special education teachers of SWD-ELL in California, data was gathered from the CCTC. The CCTC, in accordance with Education Code § 44225.6 (AB 471 [Chap. 381, Stats. 1999]) has developed an annual report titled Teacher supply in California: A report to the legislature (Suckow & Roby, 2016).

This report provided data regarding the total number of teachers, and teacher by credential and credential status throughout California (Suckow & Roby, 2016). The report indicates a total of 295,800 teachers in California, where 11,230 are new/novice teachers who were hired in California during the 2014-15 school year (Suckow & Roby, 2016). It was also reported that there are 6,250 who are Education Specialist teachers (i.e. special education teachers), where 2,196 of these teachers are new/novice to the field of special education (Suckow & Roby, 2016). The CCTC also reports that there is a total of 287,472 teachers in California who hold a permit, waiver, or authorization to serve ELLs (Suckow & Roby, 2016). Of these teachers' there are only 2,500 Education Specialist teachers in California who hold a permit, waiver, or authorization to serve ELLs, and of

this number 2,158 are Education Specialist teachers of students with mild/moderate disabilities (Suckow & Roby, 2016).

In examination of the counties in California with the highest enrollments of ELLs, there are several counties with enrollments of ELLs which exceed the states average. The California average of ELLs is 22.3%, where 23 counties enrollments of ELL are above this average (CDE, Data Reporting Office, 2016b). Upon review of the data, the counties with enrollments of ELLs, which exceed the states average of ELL enrollment by 5% or more were reviewed. Of these counties, three counties and their respective school district were chosen, to be areas where participants could be sought from for this research study.

Given this data, the "widest possible range of characteristics being studied" was desired (Lodico et al., 2010, pg.141). Therefore, maximum variation sampling took place to seek an adequate sample size for the quantitative segment of this research study. Therefore, Education Specialist teachers who are authorized to serve SWD-ELLs, within the most densely populated areas of ELLs students in the state of California, were invited to participate in this study. To gather a broad range of participants and depth of responses of novice and experienced special education teachers of SWD-ELLs, a sample size of greater than or equal to 20% of potential participants approached to participated was desired ($n \geq 20\%$ of the target population). A sample size of 20% or greater was sought, to build a sample of participants that can provide data that will yield enough variance to garner reliable and valid results (see Lodico et al., 2010).

Purposeful random, maximum variation sampling also occurred to fulfill the need for an appropriate sample size of participants for the qualitative portion of this research

study. Of the total participants sought to participate in the quantitative portion of the data collection tool, 30% of this target population were also provided with three open-ended questions. Thus, a sample of the "larger population to a smaller realistic population that is representative of the larger population" was sought to reach an adequate sample of participants for the qualitative portion of this study (Lodico et al., 2010, pg. 143). Purposeful random sampling of the total number of participants, Education Specialist teachers of SWD-ELLs, was deemed to have garnered the depth and breadth of responses necessary to answer the research questions of this mixed methods concurrent triangulation research study.

Instrumentation and Operationalization of Constructs

A web-based tool, SurveyMonkey (SurveyMonkey, 2016), was utilized to disseminate the link which included the data collection tool, to the special education teacher participants. The data collection tool included the following parts: A) Informed Consent form, B) the TSES short form questionnaire and several quantitative closed-ended demographic questions (please see Appendix C), and part C) three qualitative open-ended survey questions (please see Appendix D). All quantitative and qualitative data was collected simultaneously in the same web-based tool. From the onset participants were informed that their anonymity would be protected. Hence, the data collection tool was found within an embedded link within an email correspondence, which was accessed anonymously by each participant. The use of an embedded link was utilized to decrease any perceived or unintended hesitation from the participants to complete the data collection tool.

Upon accessing the link, participants were first provided with the Informed Consent form. Participants were prompted to respond with a 'yes' response or exit the link if a 'yes' response could not be provided. A 'yes' response confirmed their voluntary participation in this research study as described in the Informed Consent form. Any participant who was unable to respond with a 'no' response to the Informed Consent form, was then logged-off of the web-based tool. Only those participants who indicated a 'yes' response on the Informed Consent form page, moved on to parts B and C of the web-based data collection tool.

Quantitative data collection instrument. Within the web-based data collection tool, special education teacher participants, novice and experienced, were prompted to complete part B of the web-based data collection tool. First, participants were asked to complete the web-based, adapted version, of the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a). Dr. Woolfolk Hoy, from the Ohio State University College of Education and Human Ecology, allowed permission for use of the TSES (please see Appendix E) (Woolfolk Hoy, n.d.). Permission to use the TSES short form questionnaire for this research study was obtained via electronic correspondence from the creator of the TSES, Dr. Anita Woolfolk Hoy (please see Appendix F). Following the TSES, participants responded to several closed ended demographic questions, such as: highest level of education, semesters/credit hours of college/university coursework taken, years of teaching experience, credentials/permits/waivers held, authorizations/certifications/waivers held, ethnicity, language(s) spoken, grade level

taught, school context, and approximate percentage of students who receive free and reduced lunches at their school (please refer to Appendix C).

The TSES short form is a preexisting measure of self-efficacy, which was developed by Tschannen-Moran and Woolfolk Hoy (2001, 2001a). The TSES questionnaire has been utilized in numerous research studies related to self-efficacy of pre-service, novice, and experienced teachers serving in differing school settings and with differing age groups of students (Demirdag, 2015; Dicke et al., 2014; Dixon, Yssel, McConnell, & Hardin, 2014; Jamil et al., 2012; Klassen & Durksen, 2014; Klassen & Tze, 2014; Meristo & Eisenschmidt, 2014; Shaukat & Iqbal, 2012; Tschannen-Moran and Woolfolk Hoy, 2001, 2001a). Responses to the TSES short-form was utilized to analyze the self-reported ratings of self-efficacy of special education teachers in California who serve SWD-ELLs. The TSES short form is a 12-item, 9-point Likert-scale of self-efficacy (please see Appendix C). Novice and experienced special education teacher participants, completed the TSES short form questionnaire by responding to the twelve items (responses range from 1=nothing, 3=very little, to 5=some influence, to 7=quite a bit, to 9=a great deal). The TSES short form questionnaire was also utilized to disaggregate teachers' self-ratings of self-efficacy based on three groupings: self-efficacy in student engagement, self-efficacy in instructional strategies, and self-efficacy in classroom management (Tschannen-Moran & Woolfolk Hoy, 2001; 2001a).

Tschannen-Moran and Woolfolk Hoy's (2001) TSES short form was selected due to its ability to garner statistically reliable ratings from teachers. The TSES short form is reported to have statistical reliability, with a mean of 7.1, a standard deviation of .98

(SD), and an alpha of .90 (Tschannen-Moran & Woolfolk Hoy (2001). Therefore, the TSES short form has been verified by Tschannen-Moran and Woolfolk Hoy (2001) to be a valid and reliable measure of teachers' sense of self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Scores from each of the three groupings: self-efficacy in student engagement, self-efficacy in instructional strategies, and self-efficacy in classroom management, which are derived from the TSES short form, are reported to by Tschannen-Moran and Woolfolk Hoy (2001), to be moderately correlated. The TSES sub-sections are also reported to have statistical reliability: self-efficacy in student engagement (mean of 7.2, 1.2 SD, alpha of .81), instructional strategies (mean of 7.3, 1.2 SD, alpha of .86), and classroom management (mean of 6.7, 1.2 SD, alpha of .86).

Qualitative data collection tool. Upon completion of part B of the web-based tool, all participants were directed to part C of the data collection tool (please see Appendix D). Part C of the data collection tool included three open-ended questions. The open-ended questions elicited rich responses from the participants regarding: what trainings and supports had been received, and what training and supports are believed to be needed to improve self-efficacy to meet the needs of SWD-ELLs. The open-ended questions addressed the qualitative research question of this research study.

With use of the SurveyMonkey web-based tool, the data collection tool was previewed and pilot tested prior to its actual dissemination to potential participants. Pilot testing was completed to discover any potential errors in the format, design and content of questions (Creswell, 2012; Lodico et al., 2010). For the pilot study, 10 special education teachers of SWD-ELLs were approached to participate. Ten special education

teachers of SWD-ELLs were personally contacted via electronic correspondence. These 10 special education teachers of SWD-ELLs were sent an introductory correspondence via email (please see Appendix H) to seek their anonymous and confidential pilot participation. Included within the survey link, prior to actual participation, potential pilot study participants were provided with a pilot study informed consent form to ensure their voluntary participation. It was not known to me, which of the pilot study participants completed the data collection tool. However, as anticipated 5 of the 10 potential pilot participants responded to the data collection tool within the pilot study survey link. Pilot test responses were reviewed, feedback incorporated, and the necessary edits made. The final data collection tool was then developed, and the unique SurveyMonkey link for this research study was created.

Procedures for Recruitment, Participation, and Data Collection

The recruitment of participants for this research study, was facilitated through the already established partnerships between myself and the special education directors of county offices and school districts in three counties in the state of California with the highest enrollments of ELLs. To initiate data collection, I first contacted colleagues in the field in which to seek their cooperation, permission, and assistance with accessing their respective special education teachers to participate in the research study. Once letters of cooperation or electronic correspondence containing confirmation of the Districts willingness to participate were obtained, access to the email addresses of special education teachers were obtained from the responder and/or public website. I then proceeded with dissemination of the electronic correspondence, which included the

SurveyMonkey link, to the potential participant special education teachers of SWD-ELLs.

The respective colleagues also assisted with survey dissemination, by informing other special education Directors throughout California of this research study (please see Appendix B for initial request/informational email), and facilitating the processes of obtaining cooperation from partners in the field. Once responses were received affirming a willingness to participate, I proceeded to access as many potential special education teacher participants as possible from the three counties and their districts, as previously described.

As previously mentioned, the initial email correspondence to potential participants included an introductory letter. This email correspondence was used to not only recruit participants, but to provide a synopsis of the purpose, significance, and potential benefits of this research study (please see Appendix B). This letter was sent via email correspondence to special education directors, and special education teachers in California; especially targeting the three counties with the highest enrollments of ELLs. The introductory email correspondence included the SurveyMonkey link which contained the Informed Consent form and the data collection tool. Within the initial email correspondence, participants were also provided with my email address for use in the event they wish to contact the me regarding any and all parts of the research study. From the email, potential participants anonymously accessed the SurveyMonkey link. Receipt of the introductory electronic correspondence did not confirm or commit the participant to participate in the study.

All participants who accessed the SurveyMonkey link, were required to indicate acknowledgement and willingness to participate in the research study by responding to the Informed Consent form. Participation therefore, was voluntary and confidential, as to protect the participants, and garner the most honest and unbiased responses possible. As previously noted, upon a 'yes' response on the Informed Consent form, the SurveyMonkey web-based tool then directed the participant to the actual data collection tool.

Once informed consent was obtained, participants were requested to respond to the quantitative and qualitative questions. Therefore, the following quantitative and qualitative sets of data were collected simultaneously within the same web-based tool**:**

1. Quantitative: The TSES short form questionnaire, in a web-based format was provided to all special education teacher participants to gather their self-reported ratings of sense of self-efficacy to serve SWD-ELLs.
2. Qualitative: Three open-ended questions, were included at the end of the web-based self-efficacy data collection tool, to elicit responses from the participating special education teachers regarding: a) what training and supports have been received, b) what additional training and c) what additional supports they feel is needed to improve self-efficacy to meet the needs of SWD-ELLs.

The SurveyMonkey link with the data collection tool, as designed, took the special education teacher participants approximately 10 minutes to complete. Ultimately, length of time to complete the data collection tool was dependent on the individual

respondent. The depth of detail provided when responding to the open-ended questions resulted in some participants having taken a shorter or longer, than the anticipated time frame, to complete the survey. Upon completion of the data collection tool, participants received a short message thanking them for their participation in this research study.

The SurveyMonkey link to the data collection tool, was open for participant responses for three months. After this. the link was scheduled to go dormant. However, since the data collection tool was disseminated during the summer months, when most teachers are on vacation, the desired participant sample was not achieved during this four-week period. Therefore, the email correspondence, with the survey link, was resent approximately ten weeks after the initial email correspondence was disseminated. The SurveyMonkey link then remained open for an additional 4-week period. After that time frame the link went dormant, and no further responses were collected. After the link went dormant, data collected was disaggregated and analyzed. Overall, the use of the SurveyMonkey link facilitated the process of collecting the necessary quantitative and qualitative data, confidentially, in a valid and reliable manner, to address the research questions of this study.

Data Analysis Plan

Immediately after the SurveyMonkey weblink was closed, I began data analysis. The SurveyMonkey web-based tool, had been programmed prior to actual data collection to ensure data was disaggregated and organized accordingly. Built-in tools such as: data filters, compare features, and basic statistics to demonstrate mean scores, and standard deviations amongst the responses within the SurveyMonkey tool, were utilized to analyze

data, and to summarize data derived from the closed-ended questions. The SPSS 22.0 (Kirkpatrick & Feeney, 2015) was utilized to analyze and compare means scores between and within the groups of novice and experienced teachers, and to determine if statistical significance existed between the variables as described. A non-experimental, descriptive survey research approach was utilized to summarize and draw conclusions regarding participants' responses to the quantitative portions of the data collection tool (Lodico et al., 2010). Thus, analysis of the responses occurred from the closed-ended questions regarding: highest level of education, semesters/credit hours of college/university coursework taken, years of teaching experience, credentials/permits/waivers held, authorizations/certifications/waivers held, ethnicity, language(s) spoken, grade level(s) taught, school context, and approximate percentage of students who receive free and reduced lunches at their school.

Analysis of special education teacher participant responses to the TSES also occurred. Participant responses to items that make-up the three groupings of self-efficacy for: classroom management, instructional strategy and student engagement were then aggregated and analyzed (Tschannen-Moran & Woolfolk Hoy, 2001). From this data, the responses of novice and experienced special education teachers were separated, and compared against each other for each of the three groupings with the use of inferential statistics. Comparison charts were created with use of the SurveyMonkey tool for each of the closed-ended and Likert-scale responses of the TSES. Compare rules within the SurveyMonkey tool were applied to cross-tabulate data, and compare the answer choices to various question across the survey (SurveyMonkey, 2016). As described in the

SurveyMonkey product feature guide, “joint distribution between two (or more) discrete variables” were analyzed upon collection of all data (SurveyMonkey, 2016). Therefore, joint distribution comparisons, occurred between the demographic data as described.

Quantitative data analysis. Though concurrent data analysis occurred, quantitative data was separately reviewed to analyze the data gathered, and to test the hypothesis as described below:

*RQ*1 (Quantitative): What are the differences, if any, between California’s novice and experienced special education teachers’ self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

$H_0$1: There is no significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$1: There is a significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

$H_0$2: Years of experience and credentials and/or authorizations held do not result in significant differences amongst special education teachers in California and their rated

levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$2: Years of experience and credentials and/or authorizations held results in significant differences amongst special education teachers in California, and their rated levels of self-efficacy in serving SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

To test the hypothesis, descriptive and inferential statistics occurred by downloading all data into the Statistical Package for the Social Sciences 22.0 (SPSS) (Kirkpatrick & Feeney, 2015). With the use of the SPSS, descriptive statistics were conducted, to summarize data by identifying means and standard deviations of the closed-ended questionnaire items. Inferential statistics was then utilized to analyze if any relationships and/or patterns in responses from novice and experienced special education teachers of SWD-ELLs exists. Quantitative data for RQ1 and RQ2 was analyzed to identify the statistical differences, if any, between novice and experienced special education teachers' perceptions of their self-efficacy. Analysis of variance (ANOVA) was utilized to determine if there was a difference in the means, and if there was enough difference to reject the null hypothesis (Lodico et al., 2010). To test the hypothesis, a 95% confidence interval was utilized to provide the level of detail in the data regarding the mean scores, between novice and experienced special education teachers' self-rating of self-efficacy.

To be able to reject or accept the null hypothesis, the level of significance was set at .05 (Creswell, 2012). The significance level (alpha level) of .05, was deemed as the maximum risk that should be taken in identifying the probability that any differences between novice and experienced teachers was due to chance. To determine if statistical significance existed, and the ability to reject or accept the null hypothesis the *p* value was set at .05 for this research study. The difference of the *p* value and the alpha value can then be utilized to determine if statistical significance existed between the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs.

Qualitative data analysis. The data derived from the quantitative segment of the data collection tool was concurrently compared to the data garnered from the qualitative open-ended questions. Qualitative data for RQ3 and RQ4 was gathered through the thorough review of participants' responses to the open-ended questions of the data collection tool. Responses to the open-ended questions were highlighted, coded, and categorized with the use of the SurveyMonkey text analysis feature (SurveyMonkey, 2016). The text analysis feature of the SurveyMonkey tool was used to identify frequently utilized words, and phrases, within each of the open-ended questions.

The process of open coding was used to aggregate the codes, and develop themes (Creswell, 2012; Lodico et al., 2010). Thematic analysis followed with the use of key words, and phrases/concepts. Analysis of the frequency of occurrence of key words and phrases was deciphered. The data was then compared, to find commonalities or

differences between and amongst novice and experienced special education teachers' responses.

Concurrent data analysis. As earlier described, quantitative research was utilized to measure and compare the self-reported levels of perceived self-efficacy (dependent variable), of novice and experienced special education teachers (independent variables) who serve SWD-ELLs in California. In addition, qualitative research occurred to gain an understanding of why novice and experienced special education teachers, rated their sense of self-efficacy as such, by determining what training and supports have been received, and are believed to be still necessary, to improve their feelings of self-efficacy to effectively teach SWD-ELLs. Concurrent mixed methods triangulation design was utilized to facilitate the consolidation of the quantitative and qualitative data.

The use of this research design enabled the me to adequately compare the two groups, novice and experienced special education teachers of SWD-ELLs. Such comparisons facilitated my ability to fully answer the research questions as posed. Moreover, the results of both the quantitative and qualitative data were utilized to develop greater understanding of the needs of special education teachers of SWD-ELLs. Hence, such information can arm educational professionals and leaders with recommendations regarding how they may be able to increase special education teachers' feelings of self-efficacy and effectiveness to serve SWD-ELLs.

Trustworthiness

Multiple strategies were utilized to achieved trustworthiness in this mixed methods research study. By thoroughly explaining the procedures and findings,

dependability, reliability, and credibility, of this research study, trustworthiness of findings could be achieved (Creswell, 2012; Lodico et al, 2010). To ensure clarity of understanding of the findings of this research study, stakeholders are also provided with appendices, figures, and tables for review within the subsequent chapter. To fully illustrate the data, quantitative data findings are fully explained and graphically demonstrated with the use of figures and tables. Qualitative data is also summarized and described with the use of narratives, direct quotations, and figures, as appropriate.

Although, as the researcher, I was a nonparticipant observer, and collected data via a web-based data collection tool, confirmability or reflexivity was considered. An objective and unbiased stance was maintained throughout this research study. The use of the pre-established measure of self-efficacy, the TSES, was utilized to ensure that data was collected in an unbiased, valid, and reliable manner. It should be noted, that I had considered the fact that my passion for service and advocacy for SWD-ELLs and the teachers who serve them exists, which is the motivation behind conducting this research study. Even so, data collection and analysis of findings occurred with the utmost diligence to accurately portray and describe the data as found.

Dependability and reliability was achieved through triangulation of data (Creswell, 2012; Lodico et al., 2010). Triangulation occurred by analyzing, synthesizing, and describing, quantitative and qualitative data results. Transferability of this research study was established with the provision of thick descriptions of participant responses, through the methods, results, interpretation of findings, and implications sections of this research study. Thus, credibility and internal validity was established by providing all

stakeholders with a detailed description of how data was collected, and reported in Chapter 4 of this research study (Lodico et al., 2010). The findings of this mixed methods research, yielded data which broadens the understanding of the perceived needs of special education teachers of SWD-ELLs for training and support, which is needed to improve their sense of self-efficacy to positively affect the achievement of SWD-ELLs.

Ethical Procedures

From the initial contact to the culmination of this research study, ethical procedures were employed. Respect, justice, and beneficence, for all special education teachers of SWD-ELLs who participated in the research study were maintained. The recommendations and mandates, as set by the National Institutes of Health (NIH) Office of Extramural Research (n.d.) were upheld. State, federal, and international code of ethics requirements were observed, and the rights of each participant were protected. Prior to commencing this research study, I completed, and obtained certification of NIH training (please see Appendix G). Therefore, I was fully aware of the necessary measures which had to be taken, to secure informed consent of each participant, ensure that confidentiality was upheld, and that measures were taken to eliminate any prospective harmful effects to any and all participants.

Procedures, as earlier described, such as the use of an initial introductory communication (Appendix B), and provision of a detailed Informed Consent form, afforded each of the participants with the ability to freely agree, or decline, to participate in the research study. Data for this research study was collected in a web-based manner which was non-identifiable to any individual participant. Therefore, participation was

completely anonymous and confidential. The web-based tool, SurveyMonkey, is a password protected portal, in which only the research and her university chair had access to the data. The data continues to be maintained in the SurveyMonkey portal, which is "protected and validated by Norton™ and TRUSTe" (SurveyMonkey, 2016, p. 1). Data will continue to be maintained in this secure portal for up to five years. After the five-year period, the SurveyMonkey link and all survey data contained within it can be permanently deleted via a non-restorable secure process. Additionally, the data contained in the external hard drive will be maintained and then disposed of securely via use of software to overwrite the stored data so that it is unrecoverable.

To ensure that ethical procedures were upheld and adhered to, a fully executed proposal of this research study was submitted to the Institutional Review Board (IRB) prior to the commencement of this research study. For this reason, this research included a comprehensive explanation of all processes and procedures taken in relation to methods, participant recruitment, informed confidential participant participation, materials, and data collection methods. The complete research proposal was reviewed by the IRB. Once the research study was reviewed and commented upon by the IRB, approval then followed. IRB approval was obtained; IRB 06-15-17-0418243, whereby only with full IRB approval was the research study processes then initiated.

Summary

Concurrent mixed methods research occurred to explore the self-reported ratings of novice and experienced special education teachers of SWD-ELLs in California. The research of Bandura (1977, 1997), along with that of Tschannen-Moran and Woolfolk

Hoy (2001), have found that there is a strong relationship between teachers' sense of self-efficacy and the achievement of their students. Therefore, this concurrent mixed methods research study included both quantitative and qualitative research to further understand the depth and complexity of special education teachers sense self-efficacy, and if significant differences exists between the self-efficacy of novice and experienced teachers. Quantitative closed-ended, and Likert-scale responses of the TSES short form questionnaire, were gathered to identify the different types of preparation, credentials, and certifications held, which may be contributory factors to special education teacher's sense of self-efficacy to serve SWD-ELLs. Through the use of the SurveyMonkey web-based tool, the quantitative data and special education teacher responses to qualitative open-ended questions was collected. The collection of quantitative and qualitative data occurred simultaneously, and then analyzed concurrently, to fully develop an understanding of the perceptions and needs of these teachers, to further improve their self-efficacy and ability to positively affect the achievement of SWD-ELLs.

The state of California has been chosen as the setting for this research study. There is a preponderance of ELL students nation-wide, with just over 1.3 million ELL students served in California's K-12 public schools (Ruiz Soto et al., 2015). Moreover, 20% of ELL students in California are identified as SWD (Price & Brown, 2016). The sample therefore was derived from the diverse population of special education teachers who serve SWD-ELL, in three counties with the largest enrollments of ELLs in California (Suckow & Roby, 2016). Purposeful random, maximum variation sampling was utilized to obtain an appropriate sample of participants for this mixed methods

research study. Participants were recruited via electronic correspondence (i.e. email), in which the purpose, procedures and benefits of the research study were explained. The SurveyMonkey link, containing the data collection tool, was found within this initial correspondence. Once the link was accessed, prospective participants were afforded with full disclosure of the research study via a fully executed Informed Consent form. The Informed Consent form required that prospective participants acknowledge the extent of their participation, and confirm their understanding that their participation was anonymous and confidential. Acceptance to participate was required on this form, to proceeded on to the actual data collection tool.

Though the predesignated period that the SurveyMonkey link was to remain open was extended, it went dormant after approximately 12 weeks. Once the data collection tool was closed, the data collection period ended, and data collection and analysis commenced. Descriptive and inferential statistics were utilized to analyze the quantitative data gathered, along with open coding and themes analyzed from the qualitative data. Data analysis occurred to not only accept or reject the null hypothesis, but to also summarize all data in which to fully answer the three research questions of this study. Such consolidation of participants reports facilitated the thorough examination of data, and the development of an understanding of the self-reported ratings of self-efficacy, of special education teachers of SWD-ELLs in three of California's counties.

Credibility, validity, transferability, reliability, and dependability were considered, such that transparency of data collection, analysis, and triangulation of quantitative and qualitative data occurred. During all parts of this research study, I

maintained mindful of maintaining ethics, where ethical considerations, respecting the rights of all participants, and ensuring that all procedures were maintained as described and planned for. Thus, it should be noted that the proposal of this research study was presented for IRB approval prior to initiating any component of this study. Once the proposal was approved in its entirety by the IRB, the research study began with obtainment of permissions, and data collection processes.

Chapter 4: Results

The purpose of this study was twofold: (a) to identify and compare the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California, and (b) to explore what training and supports these teachers have received and feel are still needed to improve their sense of self-efficacy to serve SWD-ELLs. I used a concurrent mixed method design to examine the self-reported sense of self-efficacy of novice and experienced special education teachers in California who serve SWD-ELLs (see Lodico et al., 2010; Terrell, 2012). I conducted this study was to build upon Bandura's (1977,1997) theory of self-efficacy by exploring the self-reported rated levels of self-efficacy of special education teachers at different stages of their careers who specifically serve SWD-ELLs.

I used quantitative research to measure and compare the self-reported levels of perceived self-efficacy (dependent variable) of novice and experienced special education teachers (independent variables). In addition, I used qualitative exploration to understand the training and supports these teachers have received and feel are still needed to improve their sense of self-efficacy to serve SWD-ELLs in California counties with the highest enrollment of ELLs. Simultaneous collection and analysis of quantitative and qualitative data allowed me to answer the following research questions:

*RQ*1 (Quantitative): What are the differences, if any, between California's novice and experienced special education teachers' self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

$H_0$1: There is no significant difference between novice and experienced special

education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$1: There is a significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

$H_0$2: Years of experience and credentials and/or authorizations held do not result in significant differences amongst special education teachers in California and their rated levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$2: Years of experience and credentials and/or authorizations held results in significant differences amongst special education teachers in California, and their rated levels of self-efficacy in serving SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

*RQ*3: (Qualitative) What training or supports do special education teachers report to have received to effectively teach SWD-ELLs?

*RQ*4: (Qualitative) What training or supports do these teachers feel are still needed to improve their self-efficacy to effectively teach SWD-ELLs?

This chapter is designed to provide detailed information regarding the processes and execution of the research methods described in the Chapter 3. In the following sections, I describe the setting, participants, and data collection processes, and review the data collection tools I used for both the quantitative and qualitative research components. Next, I present thick description of data analysis and results for each quantitative and qualitative research question. Quantitative data is reported to demonstrate both descriptive and statistical findings, which support or nullify the hypotheses in this research study. The data presentation will be augmented by graphic representations of findings in the form of tables and figures, as well as comparison tables of qualitative participant responses. In conclusion, I present evidence of trustworthiness to demonstrate the credibility, transferability, and dependability of the research findings.

Setting

California is the United States state with the highest enrollment of ELLs (Jacobs & Hatrick, 2016). Reports from the CDE have indicated that 20% of the ELLs in the state are SWD (Price & Brown, 2016). Therefore, I determined that California would be the ideal state in which to conduct this research study regarding the needs of special education teachers who serve SWD-ELLs. The CDE data reporting office (2016b) has provided reports of ELL enrollment by county. From this information, I selected prospective participants from three counties with the highest enrollments of ELLs. The California counties identified have total enrollments of ELLs which exceed the states

average of 22.3% by greater than 5% (CDE, 2016b). The counties selected, and school districts within them, represent an array of urban, rural, and suburban school districts (CDE, 2016b). Participant demographic data I gathered using the data collection tool follows.

Research Participants

I recruited research participants from the selected counties and their respective school districts. The participants included in this research study where novice special education teachers (with less than 5 years of teaching experience) and experienced teachers (with 6 years or more of teaching experience) of SWD-ELLs with identified mild to moderate disabilities. Given the numbers of special education teachers in these counties, I approached a total of 207 special education teachers to participate in this study.

Prior to seeking the participation of these teachers, I contacted respective school district superintendents and directors of special education, in person, via telephone, and/or via electronic correspondence. These contacts were made to obtain their approval to contact their special education teachers and seek their participation in this research study via electronic correspondence. Please see Appendix I for the letter of collaboration I used. Upon receipt of authorization, I commenced gathering the email addresses of 282 potential research participants.

Of the 282 email addresses of potential special education teachers, 56 were found to be inactive or invalid, and 19 were duplicative (personal and business email of one person). As a result, I approached a total of 207 potential participants via email to

participate in this research study (n = 207). The data collection section of this chapter fully details information regarding the 207 participants approached, and how I collected each type of data for both the pilot study and the full research study. Participation in this study was completely anonymous and confidential. Therefore, amongst those California counties and/or school districts that were selected to participate, it is unknown to me which counties and/or school districts the participants were from.

Data Collection

Prior to data collection, I conducted a pilot study. For the pilot study, I approached 10 special education via email. The email correspondence to the potential pilot participants included an introduction to the research study (see Appendix H) and the SurveyMonkey link to the pilot version of the data collection tool which included the informed consent form. After reading the informed consent form, only those who confirmed full understanding and agreement to participate were able to move forward to the embedded data collection tool. Anyone who wished to not participate in the pilot study was able to leave the survey at any point during the survey. Those who did not provide consent were not able to move forward in the SurveyMonkey portal, and were logged off.

Pilot participants who moved on to the data collection tool completed both the quantitative and qualitative portions of the data collection tool. The data collection tool contained close-ended demographic questions, the TSES 12-item short form (Tschannen-Moran & Woolfolk Hoy, 2001a) Likert-scale survey (see Appendix C), and the three qualitative questions (see Appendix D). The pilot study survey link was open for one

week; survey results and responses to qualitative questions were reviewed after 7 days. Of the 10 special education teachers approached to participate in the pilot study, five responded to the survey in its entirety. Based on feedback from the pilot survey respondents, I corrected one error found in the labeling associated with one item of the TSES (Tschannen-Moran & Woolfolk Hoy, 2001a) Likert-scale rating. After making the correction and necessary adjustments to the data collection tool, I proceeded with the dissemination of emails to prospective research participants.

I used purposeful random, maximum variation, sampling to derive a broad range of participants from the sampled counties/school districts (see Lodico et al., 2010) and sent 207 potential research study participants from the selected counties/school districts the introductory email requesting their participation (see Appendix B). The introductory correspondence included the purpose and description of the research study, along with the SurveyMonkey weblink which contained the data collection tool. Receipt of the email did not obligate prospective participants to participate in the research study.

Prospective participants who accessed the SurveyMonkey weblink embedded in the introductory correspondence were then directed to the informed consent form. All 207 special education teachers of SWD-ELLs from the selected counties/districts with the highest enrollments of ELLs were approached to participate. Like the pilot study participants, all prospective participants who understood the participation requirements and provided informed consented to participate in the research study had the opportunity to move forward in the SurveyMonkey portal. Of the 207 special education teachers approached to participate, 74 of them provided informed consent and participated in this

research study in whole or in part. Those who did not respond and/or who did not provide consent were logged out of the SurveyMonkey tool and thanked for their initial interest.

These 74 special education teachers of SWD-ELLs were then moved forward in the portal and accessed the data collection tool in the SurveyMonkey link. The SurveyMonkey link contained both the quantitative and qualitative parts of this mixed methods research study, where participants responded to all quantitative questions, and all or some of the qualitative questions. In subsequent sections of this chapter I describe the participants and the findings for both the quantitative and qualitative portions of this study.

Quantitative Data Collection: Description of Participants

After prospective participants provided consent to participate, the SurveyMonkey tool was programmed to immediately direct participants to Part B, the quantitative portion of the data collection tool (see Appendix C). This portion of the data collection tool contained the TSES 12-item short form Likert-scale survey (Tschannen-Moran & Woolfolk Hoy, 2001a), and close-ended demographic questions. The quantitative portion of this research study included 20 questions: the 12-item TSES Likert-scale survey questions (Tschannen-Moran & Woolfolk Hoy, 2001a), and eight closed-ended multiple-choice demographic questions.

Of the 207 potential participants contacted to participate in the research study, a total of 67 (N = 67) participants responded to the quantitative portion of this mixed methods study. Though 74 participants provided informed consent, only 67 participants completed all questions of the quantitative portion of this study in its entirety. The

participation of 67 special education teachers of SWD-ELLs from the total of 207 approached represented 32.37% of the total amount of special education teachers invited to participate. To consider the responses valid and reliable, a sample size/response rate of 20% or more was desired for the quantitative portion of this research study (see Lodico et al, 2010). The desired response sample was therefore exceeded. The 67 special education teachers of SWD-ELLs who participated in this research study included 22 novice teachers (n = 22), and 45 experienced teachers (n = 45).

Qualitative Data Collection: Description of Participants

Once all 67 participants completed Part B, quantitative portion of the research study, they were immediately directed to the qualitative questions of the data collection tool. The Part C, qualitative portion of this research study, within the SurveyMonkey link, was comprised of 3 questions (please refer to Appendix D: Data collection tool Part C). As, with all portions of the research study, participants could leave the survey portal at any time.

Several of the survey participants did leave the SurveyMonkey portal before or after the quantitative portion of the study. Special education teachers of SWD-ELLs who responded to questions of the qualitative portion of the data collection tool were as follows: question 22(Q22) (n = 52), question 23 (Q23) (n = 53), and question 24 (Q24) (n = 46). Comparisons of novice and experienced participants to each of the qualitative questions were as follows: Q22 (novice, n = 17; experienced, n = 35), Q23 (novice, n =18; experienced n = 35), Q24 (novice, n = 14; experienced, n = 32). A sample size/response rate of 30% or more of all respondents, was desired for the qualitative

portion of this research study to consider the responses valid and reliable (Lodico et al, 2010). Percentages of responses desired for the qualitative portion of this research study was achieved; percentage of respondents per qualitative question were as follows: Q22 (70%); Q23 (72%); and Q24 (62%).

Variations and Unusual Circumstances in Data Collection

Originally, it was anticipated that the initial email correspondence to potential participants would yield ample responses upon receipt. It was planned that the SurveyMonkey link would be open for participant responses, for a total of four weeks. After the initial four-week period, only 14 participants had responded. The SurveyMonkey link with the data collection tool, was then left open for another six weeks. At this point, the desired amount of responses to the data collection tool had not been achieved. Thus, the email correspondence was then resent to the prospective respondents, 10 weeks after the initial email. The SurveyMonkey link remained open for participant responses for a total of 12 weeks.

Data Analysis

Quantitative Data Analysis

The SurveyMonkey weblink, which contained the data collection tool was closed after the 12-week period, whereupon data analysis commenced. The SurveyMonkey web-based built-in tools: data filters, compare features, and basic statistics to demonstrate mean scores, and standard deviations amongst the participant responses, were then utilized to begin the data analysis process. As described in the data analysis plan in Chapter 3, a non-experimental, descriptive survey research approach was utilized to

summarize and draw conclusions regarding participants' responses (Lodico et al., 2010) to the Part B quantitative portion of the data collection tool.

Description of the findings derived from analysis of the responses from the TSES (Tschannen-Moran & Woolfolk Hoy, 2001) Likert-scale survey follows. Participant responses to the TSES items, were disaggregated and analyzed by three categories of self-efficacy: classroom management, instructional strategy, and student engagement (Tschannen-Moran & Woolfolk Hoy, 2001). Responses of novice and experienced special education teachers were then separated, and compared against each other for each of the three groupings with the use of inferential statistics. The SurveyMonkey tool contains compare rules, which were applied to cross-tabulate data, and compare responses of novice and experienced special education teachers of SWD-ELLs (SurveyMonkey, 2016).

Joint distribution comparisons within the SurveyMonkey portal were utilized to compare variables (SurveyMonkey, 2016). Joint distribution was utilized to analyze responses to each of the closed-ended questions, which were regarding: highest level of education, semesters/credit hours of college/university coursework taken, years of teaching experience, credentials/permits/waivers held, authorizations/certifications/waivers held, ethnicity, language(s) spoken, grade level(s) taught, school context, and approximate percentage of students who receive free and reduced lunches at their school. Quantitative data was also uploaded into the SPSS 22.0 (Kirkpatrick & Feeney, 2015) data analysis system, to further analyze results, and

determine statistical significance. Such data was utilized to answer both quantitative research questions of this research study.

Qualitative Data Analysis

Data analysis features of the SurveyMonkey tool were utilized to review the participants responses to the qualitative questions. All responses found in the qualitative, Part C portion, of the survey were reviewed with use of the SurveyMonkey text analysis feature (SurveyMonkey, 2016). With the use of the text analysis feature, the I was then able to identify frequently utilized words, phrases, and themes within the participants responses. Such analysis occurred to compare, explore, and understand novice and experienced special education teachers of SWD-ELLs receipt of training and/or supports, and what training they feel is still needed to assist them with meeting the educational needs of their students. The data derived was utilized to answer both qualitative research questions of this research study. Concurrent data collection and data analysis occurred, in which detailed results of the above described data analysis can be found in subsequent sections of this Chapter.

Results

Quantitative Components

The quantitative portion of this research study, was comprised of eight closed ended demographic questions, and the 12 TSES self-efficacy Likert-scale items. Results of the TSES 12-item short-form (Tschannen-Moran & Woolfolk Hoy, 2001a) are subsequently detailed, and illustrated in tables. The responses to the eight closed-ended/multiple choice questions are described in the descriptive statistics section of this

Chapter, are in relation to participants responses to: highest level of education, semesters/credit hours of college/university coursework taken, years of teaching experience, credentials/permits/waivers held, authorizations/certifications/waivers held, ethnicity, language(s) spoken, grade level(s) taught, school context, and approximate percentage of students who receive free and reduced lunches at their school. These findings are reported, along with table illustration to demonstrate comparisons between the participant novice and experienced teachers of SWD-ELLs. Statistical analysis findings, by quantitative research question, is also illustrated in tables.

Descriptive statistics. As previously noted, 67 special education teachers of SWD-ELLs participated in the quantitative portion of this research study, which included: 22 novice teachers (n = 22), and 45 experienced teachers (n = 45). Novice teachers comprised 32.84% of participants, where 67.16% were experienced teachers. In further disaggregating teaching experience for the group of 45 experienced teachers, experience in years was as follows: 6 to 10 years (n = 9), 11 to 24 years (n = 33), and 25+years (n = 3).

Aside from educational experience, credentials, and authorizations, several background demographic information was gathered. The participants represented all grade-levels of teaching experience; 55.22% were elementary teachers (n = 37), 23.88% (n = 16) middle/Jr. high school teachers, and 20.90%, (n = 14) high school teachers. The predominant number of teachers are presently teaching in rural areas (n = 32; 48.48%), followed by those in suburban areas (n =21; 31.82%), and those teaching in urban areas (n =13; 19.70%). The approximate percentage of students they serve who receive free-

reduced lunches in their schools were characterized as: 13.44% for the categories of between 0% up to 60%, and 86.57% for the categories of between 61% up to 100%. In relation to languages spoken by the teachers 50.75% only speak English, while 41.79% speak English and Spanish, and 7.46% speak English and a language other than Spanish.

Data analysis of participant responses to the eight closed-ended multiple choice questions, as presented in the data collection tool, were calculated. Questions within the data collection tool were first analyzed separately. In response to question related to highest level of education/semester credit hours of college/university coursework taken, 67% respondents have a Masters' Degree, and 34.33% have a Bachelors' degree plus 15 units or more. In review of the novice teacher participant responses, 63.64% have earned a Bachelors' degree plus 15 units or more, and 36.36% have earned a Masters' degree. The experienced teacher participants predominately held Masters' degrees (80%), and only 20% were at the Bachelors' plus 15 units or more level. California issued credentials of participants were as follows: 86.57% hold a clear Education Specialist credential (*n* =57), 7.46% (*n* = 5) hold an Education Specialist Intern or Preliminary Credential, 1.49% (n = 1), hold the Education Specialist Provisional Intern Permit (PIP), 1.49% (*n* = 1) Education Specialist Short-term Staff Permit (STSP), and 2.99% (*n* = 2) Other (i.e. Speech/language pathologist credential, or general education multiple subject credential).

Authorization/certificate held to serve ELLs, were reported by the participants, where results indicate the following: 43.28% (*n* = 29) hold the Education Specialist credential with EL authorization, 43.28% (*n* = 29) hold a Bilingual, or Cross cultural, Language and Academic Development (BCLAD or CLAD) certificate, 4.48% (*n* = 6)

hold a Waiver or Emergency BCLAD/CLAD. The remaining 8.96% (*n* = 6) of participants indicated that they did not hold any authorization/certificate to serve ELLs, and/or felt that it was not applicable to their work or credential status. A summary of these findings related to credentials and authorizations held, can be found in Table 1. It should be noted that of the total pool of participants', 86.36% (*n* = 19) of novice teacher participants, and 86.67% (*n* = 29) of experienced teachers, hold the Education Specialist credential with EL authorization or BCLAD/CLAD, as required, to serve SWD-ELLs.

Table 1

Special Education Teachers of SWD-ELLs Experience and Educational Background

N = 67	Novice (*n* = 22) %	Experienced (*n* = 45) %	Total %
Measure			
Years of teaching experience	32.84	67.16	
Education/Semester Credits:			
Bachelors' degree +15 units or more	63.64	20	34.33
Masters' degree	36.36	80	65.67
Credential held to serve SWD:			
Education specialist – clear	68.17	95.57	86.57
Education specialist – Intern/prelim.	22.73	------	7.46
Education specialist- Provisional intern permit (PIP)	4.55	------	1.49
Education specialist – Short-term staff permit (STSP)	4.55	------	1.49
Other	-------	4.43	2.99
Authorization held to serve ELLs			
Education specialist with ELL authorization	68.18	31.11	43.28
Bilingual or cross-cultural language and academic development (BCLAD/CLAD)	18.18	55.55	43.28
Waiver/emergency BCLAD or CLAD	6.67	------	4.48
Other	13.64	6.67	8.96

Note. Information displayed is based on participant responses to multiple-choice questions I created, as presented in the SurveyMonkey data collection tool (see Appendix C).

All 67 teachers responded to each of the items of the TSES 12-item short form (Tschannen-Moran & Woolfolk Hoy, 2001a) Likert-scale survey. Responses all items were tabulated, and were also aggregated into three groupings: self-efficacy for classroom management, self-efficacy for instructional strategies, and self-efficacy for student engagement (Tschannen-Moran & Woolfolk Hoy, 2001a). Tables 2, 3 and 4, are utilized to report the mean of responses, and standard deviations per each item of each grouping. Each grouping consisting of four question responses, are based on a nine-point Likert scale for each item. Mean comparisons for self-efficacy scores of novice and experienced teachers, for each of the groupings are also displayed in the referenced Tables 2, 3, and 4.

In Table 2 is the demonstration of the responses of novice and experienced special education teachers' self-reported ratings of self-efficacy for classroom management. Mean scores for each of the responses that make-up the self-efficacy for classroom management are displayed. Mid-range mean scores for each of the items are noted for both novice and experienced special education teachers of ELLs. Novice special education teachers' highest mean score (7.86) was attributed to the TSES question: How well can you establish a classroom management system for each group of students? (Tschannen-Moran & Woolfolk Hoy, 2001a). The lowest mean scores for novice teachers, for the self-efficacy for classroom management was equivalent (7.45), in response to two of the questions in this grouping: How much can you do to control disruptive behavior in the classroom? and How much can you do to calm a student who is disruptive or noisy?.

Experienced teachers' responses to the items that make-up the self-efficacy for classroom management, were also reviewed in which the highest mean score (7.73) was like that of novice teachers, attributed to the question: How well can you establish a classroom management system for each group on students? The lowest mean score for this group of teachers, was in relation to the question: How much can you do to calm a student who is disruptive or noisy? Total mean scores, for both novice and experienced teachers, on the self-efficacy for classroom management, was found to be in the mid-range between 7.37 and 7.77.

Table 2

Special education teachers of SWD-ELLs: Self efficacy for classroom management

Teachers by Years of Experience		How much can you do to control disruptive behavior in the classroom?	How much can you do to get children to follow classroom rules?	How much can you do to calm a student who is disruptive or noisy?	How well can you establish a classroom management system for each group of students?
Novice special education teacher (five or less years)	Mean	7.45	7.72	7.45	7.86
	N	22	22	22	22
	Std. Deviation	1.68	.93	1.22	1.16
Experienced special education teacher (six years or more)	Mean	7.48	7.57	7.33	7.73
	N	45	45	45	45
	Std. Deviation	1.21	1.23	1.24	1.35
Total	Mean	7.47	7.62	7.37	7.77
	N	67	67	67	67
	Std. Deviation	1.37	1.13	1.22	1.28

Note. Results displayed are derived from 4 questions of the 12-item short form TSES questionnaire, self-efficacy for classroom management grouping, as per the TSES scoring instructions by Tschannen-Moran & Woolfolk Hoy (2001a).

Table 3

Special education teachers of SWD-ELLs: Self efficacy for instructional strategies

Teachers by Years of Experience		To what extent can you craft good questions for your students?	How much can you use a variety of assessment strategies?	To what extent can you provide an alternative explanation or example when students are confused?	How well can you implement alternative strategies in your classroom?
Novice special education teacher (five or less years)	Mean	7.09	7.09	7.50	7.09
	N	22	22	22	22
	Std. Deviation	1.10	1.23	1.14	1.60
Experienced special education teacher (six years or more)	Mean	7.37	7.60	7.91	7.55
	N	45	45	45	45
	Std. Deviation	1.40	1.35	1.08	1.28
Total	Mean	7.28	7.43	7.77	7.40
	N	67	67	67	67
	Std. Deviation	1.31	1.328	1.11	1.40

Note. Results displayed are derived from 4 questions of the 12-item short form TSES questionnaire, self-efficacy for instructional strategies grouping, as per the TSES scoring instructions by Tschannen-Moran & Woolfolk Hoy (2001a).

Table 3 is used to demonstrate the responses of novice and experienced special education teachers' TSES self-reported ratings of self-efficacy for instructional strategies. Mean scores for each of the responses that make-up the self-efficacy for instructional strategies are displayed. Mid-range mean scores for each of the items are noted for both novice and experienced special education teachers of ELLs. Novice special education teachers' highest mean score (7.50) was attributed to the TSES question: To what extent can you provide an alternative explanation or example when students are confused? (Tschannen-Moran & Woolfolk Hoy, 2001a). Novice teachers, self-efficacy for instructional strategies, mean scores was 7.09, in response to the remaining three questions in this grouping.

Experienced teachers' responses to the items that make-up the self-efficacy for instructional strategies, were also reviewed in which the highest mean score (7.91) was like that of novice teachers, attributed to the question: To what extent can you provide an alternative explanation or example when students are confused? The lowest mean score for this group of teachers, was in relation to the question: To what extent can you craft good questions for your students? Total mean scores, for both novice and experienced teachers, on the TSES self-efficacy for instructional strategies, was found to be in the mid-range between 7.28 and 7.77.

In Table 4 the responses of novice and experienced special education teachers' TSES self-reported ratings of self-efficacy for student engagement are demonstrated. Mean scores for each of the responses that make-up the self-efficacy for student engagement are displayed. Mid-range mean scores for each of the items are noted for both novice and experienced special education teachers of ELLs. Novice special education teachers' highest mean score (6.36) was attributed to the TSES question: How much can you assist families in helping their children do well in school? (Tschannen-Moran & Woolfolk Hoy, 2001a). Novice teachers, self-efficacy for student engagement, mean scores was highest (7.13), was in response to the TSES question: How much can you do to get students to believe they can do well in school work?

Experienced teachers' responses to the items that make-up the self-efficacy for student engagement, were also reviewed in which the highest mean score (7.51) was like that of novice teachers, attributed to the question: How much can you do to get students to believe they can do well in school work? The lowest mean score for this group of

teachers, was also like that of novice teachers: How much can you assist families in helping their children do well in school? Total mean scores, for both novice and experienced teachers, on the TSES self-efficacy for student engagement, was found to be in the mid-range between 6.43 and 7.38.

Table 4

Special education teachers of SWD-ELLs: Self efficacy for student engagement

Teachers by Years of Experience		How much can you do to motivate students who show low interest in school work?	How much can you do to get students to believe they can do well in school work?	How much can you do to help your students value learning?	How much can you assist families in helping their children do well in school?
Novice special education teacher (five or less years)	Mean	6.86	7.13	6.90	6.36
	N	22	22	22	22
	Std. Deviation	1.39	1.69	1.63	1.73
Experienced special education teacher (six years or more)	Mean	7.11	7.51	7.06	6.46
	N	45	45	45	45
	Std. Deviation	1.48	1.29	1.43	1.77
Total	Mean	7.02	7.38	7.01	6.43
	N	67	67	67	67
	Std. Deviation	1.44	1.43	1.49	1.75

Note. Results displayed are derived from 4 questions of the 12-item short form TSES questionnaire, self-efficacy for student engagement grouping, as per the TSES scoring instructions by Tschannen-Moran & Woolfolk Hoy (2001a).

Statistical analysis. The TSES 12-item short form Likert-scale survey (Tschannen-Moran & Woolfolk Hoy, 2001a) was utilized to answer the quantitative research questions RQ1 and RQ2. Results of each research question is reported and illustrated with the use of tables. Statistical data analysis with the use of the SPSS 22.0 was utilized to determine if statistical significance existed between variables (Kirkpatrick & Feeney, 2015). Data findings are subsequently reported in which to reject or accept the null hypothesis.

*RQ*1 (Quantitative): What are the differences, if any, between California's novice and experienced special education teachers' self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

$H_0$1: There is no significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$1: There is a significant difference between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

To answer RQ1 statistical analysis of the responses of participants overall TSES scores of self-efficacy were analyzed. Mean scores, and standard deviations in scores, between novice and experienced special education teachers of SWD-ELLs occurred. In Table 5, the sum of total responses to the TSES short form 12-item questionnaire

(Tschannen-Moran & Woolfolk Hoy, 2001a) items are presented, for both novice and experienced special education teachers of SWD-ELLs. Analysis of Variance (ANOVA) was utilized to analyze the variances among scores between novice and experienced special education teachers of SWD-ELLs. F-statistics were applied to analyze the variances between TSES scores of the novice and experienced teachers of SWD-ELLs. The statistical analysis occurred to determine whether to accept or reject the null hypothesis.

Table 5

Mean comparisons of self-efficacy of novice and experienced teachers of SWD-ELLs

Teachers by Years of Experience	N	Mean	Std. Deviation
Novice Special Education teacher (five or less years)	22	86.68	11.50
Experienced Special Education teacher (six years or more)	45	88.73	12.64
Total	67	88.06	12.23

Note. Special education teachers of SWD-ELLs self-efficacy scores are based on their self- reports of self-efficacy in response to the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

Comparison of means between novice and experienced special education teachers of SWD-ELLs self-reported ratings of self-efficacy with use of the TSES (Tschannen-Moran & Woolfolk Hoy, 2001a) resulted in a total mean of 88.06. The highest combined total score obtainable on the TSES is a score of 108 (Tschannen-Moran & Woolfolk Hoy, 2001a). Analysis of TSES total mean scores for novice special education teachers of SWD-ELLs was 86.68, whereas experienced teachers of SWD-ELLs was 88.73. A

standard deviation of 12.23 was found, which is the average variation between scores of novice and experienced special education teachers of SWD-ELLs. Statistical analysis, with the application of F-tests, which were utilized to test if variances between novice and experienced teacher's ratings of self-efficacy were equal. The F-test resulted in a score of .412. Statistical analysis revealed that with a probability level of .05 ($p \leq .05$), the resultant significance level was .593. Thus, there is no significant difference between the self-reported ratings of self-efficacy of novice and experienced special education teachers of SWD-ELLs to serve SWD-ELLs as measured by the TSES 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a). The alternative hypothesis is therefore rejected, and null hypothesis is accepted as true.

*RQ*2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

$H_0$2: Years of experience and credentials and/or authorizations held do not result in significant differences amongst special education teachers in California and their rated levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

$H_1$2: Years of experience and credentials and/or authorizations held results in significant differences amongst special education teachers in California, and their rated levels of self-efficacy in serving SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire

(Tschannen-Moran & Woolfolk Hoy, 2001a).

To answer RQ2 statistical analysis of the responses of participants overall TSES scores of self-efficacy were analyzed. Mean scores, and standard deviations in scores, between TSES scores of the special education teachers of SWD-ELLs occurred and were analyzed by type of credential held to serve SWD-ELLs, and authorizations held to serve ELLs by participant. In Table 6, the means scores of special education teachers responses to the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a) are presented, and compared by type of credential held. ANOVA and F-tests were utilized to analyze the variances among scores between special education teachers of SWD-ELLs, and credential held by type.

Table 6

Comparison of special education teachers of SWD-ELLs, self-efficacy TSES mean scores, by credential type held

What Credential do you hold to serve students with disabilities?	N	* TSES Mean	Std. Deviation
Other	2	99.50	9.19
Education specialist credential- Clear	58	87.87	12.12
Education specialist credential- Intern	5	91.40	6.76
Education specialist- Provisional intern permit (PIP)	1	89.00	------
Education specialist- Short-term staff permit (STSP)	1	58.00	------
Total	67	88.06	12.23

Note. Special education teachers of SWD-ELLs self-efficacy mean scores are based on their self-reports of self-efficacy in response to the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

Statistical data analysis occurred to compare the means of special education teachers of SWD-ELLs self-reported ratings of self-efficacy with use of the TSES (Tschannen-Moran & Woolfolk Hoy, 2001a), and type of credential held. As illustrated in Table 5, the standard deviation of 12.23, which is the average variation between scores of novice and experienced special education teachers of SWD-ELLs is indicated. Table 6 demonstrates the average variation between self-efficacy scores of special education teachers by credential type. Statistical analysis, with the use of F-tests, resulted in differences in variances between special education teacher's ratings of self-efficacy as compared to credential type. The F-test resulted in a score of 2.19 for self-efficacy scores of special education teachers by credential type. Statistical analysis revealed that with a probability level of .05 ($p \leq .05$), the resultant significance level for self-efficacy by credential type was .08.

In Table 7, the means scores of special education teachers responses to the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a) are presented, and compared to teachers' authorization held by type. ANOVA was again utilized to analyze the variances among scores between special education teachers of SWD-ELLs, and authorization held by type. F-statistics were also applied to analyze the variances between TSES scores of the special education teachers of SWD-ELLs, and authorization held by type.

Table 7

Comparison of special education teachers of SWD-ELLs, self-efficacy TSES mean scores, by type of authorization held

What authorization/certificate do you hold to serve ELLs?	N	*TSES Mean	Std. Deviation
Other	5	94.20	11.54
Education specialist with EL authorization	29	85.41	12.70
Bilingual, or Cross cultural, language and academic development (BCLAD or CLAD) certificate	29	89.89	11.70
Waiver or Emergency BCLAD or CLAD	4	86.25	12.68
Total	67	88.05	12.23

Note. Special education teachers of SWD-ELLs self-efficacy mean scores are based on their self-reports of self-efficacy in response to the TSES short form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a).

Statistical data analysis occurred to compare the means of special education teachers of SWD-ELLs self-reported ratings of self-efficacy with use of the TSES (Tschannen-Moran & Woolfolk Hoy, 2001a), and type of authorization held to serve ELLs. As illustrated in Table 5, the standard deviation of 12.23 which is the average variation between scores of novice and experienced special education teachers of SWD-ELLs. Table 7 is utilized to demonstrate the average variation between self-efficacy scores of special education teachers by type of authorization held to serve SWD-ELLs. Statistical analysis, with the use of F-tests, resulted in differences in variances between special education teacher's ratings of self-efficacy as compared to type of authorization held. F-test resulted in a score of 1.12 for self-efficacy scores of special education teachers by type of authorization held.

Statistical analysis revealed that with a probability level of .05 ($p \leq .05$), the resultant significance level for self-efficacy by ELL authorization type was .34. Therefore, no statistical differences were found between novice and experienced teachers, self-reported ratings of self-efficacy of special education teachers of SWD-ELLs who serve SWD-ELLs as measured by the TSES 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a), and in examination of years of experience, credentials, and authorizations held. The alternative hypothesis for RQ2 is therefore rejected, and the null hypothesis is accepted as true.

Qualitative Results

Special education teachers of SWD-ELLs who participated in the quantitative portion of the data collection tool within SurveyMonkey, were then directed to the qualitative questions of this research study (please refer to Appendix D). Participants had the ability to leave the survey at any time, and/or skip questions as they chose. Thus, participant responses for each of the three qualitative research questions of this study varied in number of participants.

Responses to qualitative questions, Q22 and Q23, were analyzed separately and then combined, to appropriately answer the first qualitative research question (RQ3) of this study. The resultant data was analyzed to answer both qualitative questions of this research study. These results are subsequently presented, to demonstrate what training and supports have been received, and what the continued needs are for training and supports, as expressed by both novice and experienced special education teachers of SWD-ELLs. The built-in SurveyMonkey text analysis tools were utilized to develop

codes. These codes were examined, whereupon themes were then developed from the responses received, to answer both qualitative research questions.

RQ3: (Qualitative) What training or supports, do special education teachers report to have received to effectively teach SWD-ELLs?

Research question RQ3 was based on the participants' responses to data collection tool items Q22. What types of training have you received to assist you with meeting the academic needs of SWD-ELLs? and Q23. What types of on-site supports have you received to assist you with meeting the academic needs of SWD-ELLs? There were 52 respondents to Q22, and 53 respondents to Q23. Q22 and Q23 contained both a multiple-choice question, along with a request for participants to add comments regarding what types of training were received (Q22) and what types of supports (Q23) have been provided. Responses to each of these questions, along with all comments, were reviewed and examined to develop themes and insight into what teachers have received in relation to training and supports.

Results to Q22, were based on responses regarding what training(s) the participants had already received. Of the 52 respondents, 57.69% (*n*=30) reported to have received multiple-day trainings, 38.47% (*n*=20) reported to have received one-day training, and 3.85% (*n*=2) reported to have received a two-day training. Participants also provided narrative comments to describe the training they have received. Of the 52 participants who responded to the multiple-choice portion of the question, 18 of these special education teachers (34.62%), also proceeded to provide narrative comments. Novice (*n*=5) and experienced (*n*=13) special education teachers of SWD-ELLs provided

descriptions regarding trainings received. Text analysis of Q22 resulted in the following common used words and phrases: “students”, “education”, “credential”, “specific training”, and “professional development”.

To fully understand the narrative responses of participants, each comment was aggregated by novice teacher responses (n=5) and experienced teacher responses (n=13). Only one of the novice special education teachers who responded, stated to have received training related to serving SWD-ELLs, while the others stated to have received no training/staff development from their district or county. For example, a novice special education teachers responded with the following comment, “none”, and another stated, “I do not think I have ever had a professional development or training that SPECIFICALLY targeted SPED ELL's or ELL's in general”.

Experienced special education teachers also shared comments, which were coded into two themes. The two themes found were: special education teachers who reported to have received no training, other than within their college/university coursework, and those who had received training related to SWD-ELLs within their college/university coursework and/or through some form of training provided by their school district and/or county office. One such example of an experienced teacher’s comments is: “My special education credential program was very focused on ELL students. We have multiple workshops/training sessions to further educate us. I work closely with and seek advice from other special education and speech therapists in my district”. One example of another experienced teacher’s response, which characterizes the other half of the group is, “nothing other than my credential training”. The predominant number of respondents

who provided comments, both novice and experienced, indicated that either no training has been provided, and/or multiple days of training have been provided but through college/university coursework rather than provided at their school-site/district/or county office.

As noted, Q23 of the data collection tool, was regarding the type of on-site supports teachers may have received to assist them with meeting the academic needs of SWD-ELLs in their schools. There were 53 respondents to Q23, where participants responses to the multiple-choice portion of this question was as follows: 75.47% (*n*=40) indicated to have had participation in grade-level, content specific, collaboration meetings with fellow teachers. Of the remaining participants, 20.75% (*n*=11) reported to have received mentorship from an experienced/expert teacher, while only 3.77% (*n*=2) reported to have received in-class coaching. Participants were requested to also provide narrative comments to describe their responses to this question. SurveyMonkey text analysis of this item of the data collection tool, resulted in the following common used words or phrases: “students”, “training”, and “teacher”.

Analysis of each of the narrative responses to Q23 were then reviewed in their entirety. It was found that 17 narrative responses were received from both novice teachers (*n*=3) and experienced teachers (*n*=14). Insight into what supports are occurring in these participants schools was garnered through detailed review of responses made by each of the participants. The responses were further analyzed and coded into themes. Themes emerged as follows: special education teachers who reported to have received no on-site supports, those who have received no supports and have a desire to receive in-class

coaching and/or mentorship, and lastly those who have received training but desire on-going training and supports. Thus, narrative responses to Q23 varied, as described from “none”, to “all of above”, to comments related to a continued desire to receive, “inservices”, “more workshops” related to “evidenced-based practices for instructing ELLs”.

RQ4: (Qualitative) What training or supports do these teachers feel are still needed to improve their self-efficacy to effectively teach SWD-ELLs?

Q24 of the survey data collection tool read: What types of training and supports do you feel is still needed to assist you with meeting the instructional needs of SWD-ELLs? Participants were asked to answer this open-ended question, by elaborating as much as possible. Descriptions of what training and support special education teachers feel are still needed were provided by 46 participants (68.66% of all participants), representing both novice (n=14) and experienced (n=32) special education teachers of SWD-ELLs. Narrative responses to this research question, was analyzed with use of the SurveyMonkey, text analysis built-in tool (SurveyMonkey, 2017). As a result, common used words and phrases found were: “district”, “workshops”, “specifically”, “effective strategies”, “in-class coaching”, “training”, “classroom support”, “resources”, “research based”, and “parent education”.

All narrative responses were then carefully reviewed and examined to formulate themes. The narrative comments of teachers regarding their need for training and supports were then coded into related categories, to build themes. These categorized comments resulted in development of the following themes: parent training, mentorship,

staff training regarding evidence-based practices, and collaborative/cooperative opportunities for time and training amongst colleagues, and those participants who felt that ample supports already exist within their school sites and/ or districts. Of the 46 narrative responses, it should be noted that six respondents indicated to have no further needs. The majority of the participants provided comments indicating on-going needs for training and supports.

From these responses, a greater understanding was developed of the perceived needs for training and supports, of the special education teacher participants. For each theme as described, there were explicit statements which were comprehensive examples of the comments shared by the special education teachers of SWD-ELLs. These articulated comments, demonstrating the needs of the special education teachers of SWD-ELLs who participated in this research study, are noted in Figure 1. Samples of such participant responses, are shown in Figure 1 for each of the themes derived from responses to Q24: collaborative efforts with/ parent training, mentorship, collaborative opportunities with colleagues, and staff training.

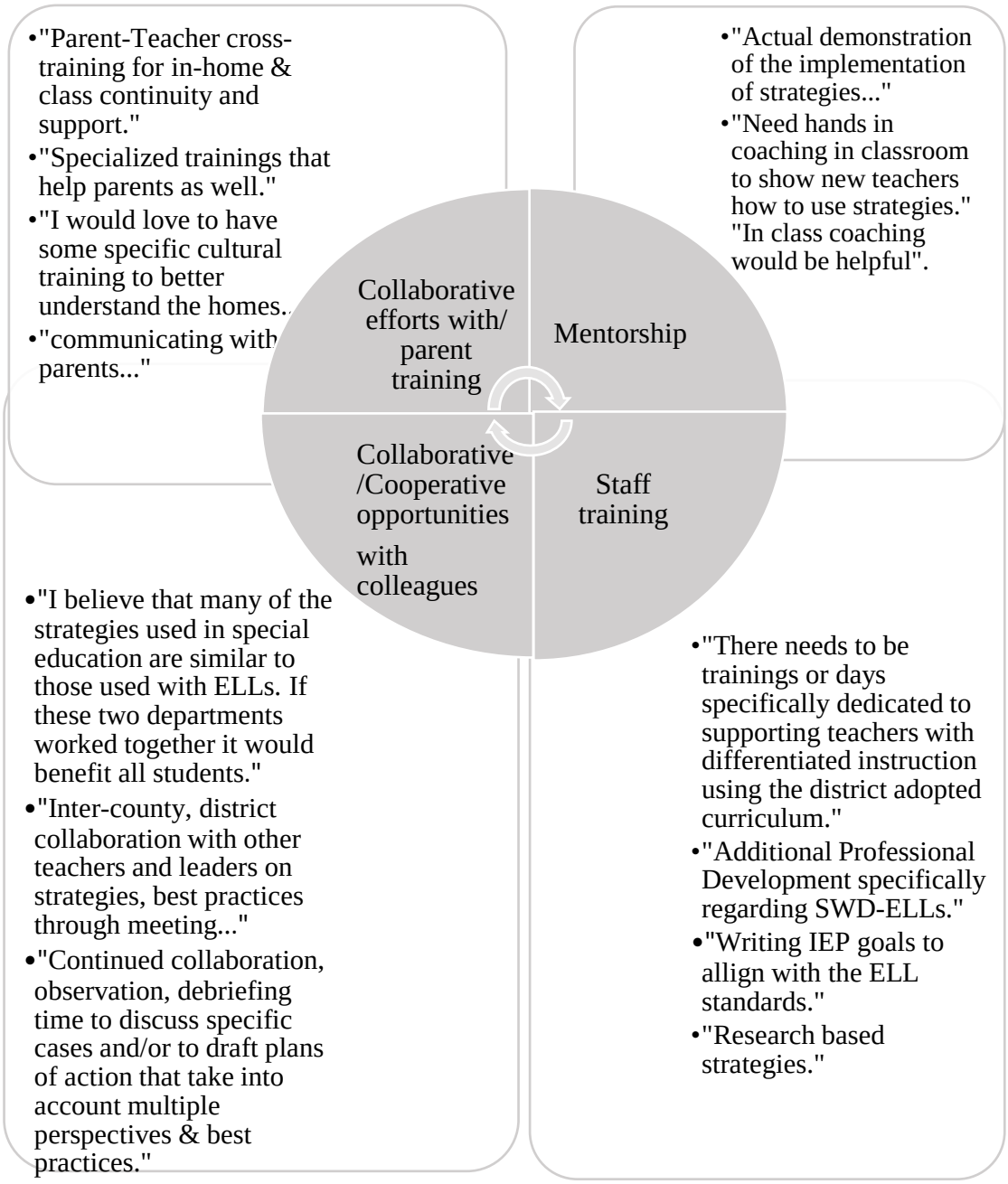

Figure 1. Training and support needed by special education teachers. Themes and direct quotes, represent the comments shared by special education teachers of SWD-ELLs related to their on-going need for additional training and supports.

Evidence of Trustworthiness (Qualitative and Mixed Methods)

Concurrent mixed methods research was utilized to gather data to answer the four research questions of this research study. Credibility and internal validity has been established, by providing all stakeholders with a detailed description of how data was collected, and is reported in both Chapter 3 and Chapter 4 of this research study (Lodico et al., 2010). Description of procedures taken, and various phases and forms of data analysis, was also provided throughout. Results for each of the quantitative research questions were presented in the form of descriptive statistics and statistical analysis of data as it related to each research question. Implementation of procedures are explicitly described in Chapter 3. No adjustments occurred to the procedures and processes, as described in Chapter 3. Credibility, dependability, and reliability, was achieved through triangulation of data (Creswell, 2012; Lodico et al., 2010).

Appendices and tables were labeled and described to demonstrate means, comparison of means, standard deviations, and resultant levels of significance. Transferability of this research study was established with the provision of descriptions of all demographic data gathered in relation to setting, and detailed information gathered through the 8 closed-ended questions of the data collection tool utilized. In addition, a thorough analysis of participants responses to the Likert-scale TSES self-efficacy study (Tschannen-Moran & Woolfolk Hoy, 2001a) was described and illustrated. To demonstrate reliability, statistics were calculated from the special education teacher participants self-reported total results of the TSES, as well as for each of the 3 groupings of the TSES (Tschannen-Moran & Woolfolk Hoy, 2001a). To further demonstrate

reliability, Cronbach's alpha was utilized for each of the 3 groupings, to measure internal consistency. Cronbach's alpha results for each of the groupings, were as follows: .969 for classroom management, .980 for instructional strategies, and .982 for student engagement. These alpha results are in line with the original research of Tschannen-Moran and Woolfolk Hoy (2001), related to reliability scores of the TSES reliability of the TSES short-form survey, which had a total mean of 7.1 and an alpha of .90. Internal consistency, based on the data as described, is therefore high for each set of data groupings of self-efficacy.

To demonstrate dependability and confirmability, qualitative data was explicitly described. Responses to the qualitative responses to the three open-ended questions of the data collection tool of this research study was described. Subsequently, in review of all comments shared by the participant special education teachers, text analysis occurred, codes determined, and themes developed. Themes, were created after coding and summations of the various narratives from participants were analyzed. This data is presented within this Chapter, and displayed in a figure. Various examples of narrative comments were presented in direct quotes. Reports from both novice and experienced special education teachers, regarding their receipt of training and supports, as well as their reported needs for on-going needs are illustrated in a figure. This information was presented to answer the qualitative questions of this research study. Thus, triangulation occurred by analyzing, synthesizing, and describing, all quantitative and qualitative data results.

Summary

Increasing enrollments of ELLs throughout the United States, in states like California, which have the highest enrollments of ELLs, are striving to determine what supports are necessary for educators to ensure positive educational outcomes for their students, and especially SWD-ELLs (Jacobs & Hatrick, 2016). As self-efficacy can affect teachers perceived abilities to serve their students, this research study was conducted to build upon Bandura's (1977, 1997) theory of self-efficacy, and the work of Tschannen-Moran and Woolfolk Hoy (2001) related to teacher self-efficacy. Due to the high enrollments of ELLs in California, special education teachers of SWD-ELLs from this state, were selected to participate in this research study. The purpose of this study was to determine how novice and experienced special education teachers of SWD-ELLs in California rated their levels of self-efficacy. In addition, insight was sought into what trainings and supports the special education teachers have received, and those they regard as still necessary to assist them with effectively serving SWD-ELLs.

Prior to commencing the actual research study, and upon receipt of IRB approval, a pilot study occurred to ensure the validity and dependability of the data collection tool to be presented to prospective participants. After a revision occurred, the data collection tool was disseminated to special education teachers of SWD-ELLs within three counties with the highest enrollments of ELLs in California. The data collection tool contained within the SurveyMonkey portal was accessed via a specific weblink. The unique data collection tool developed for this research study consisted of eight close-ended demographic questions, the TSES 12-item short form (Tschannen-Moran & Woolfolk

Hoy, 2001a) Likert-scale survey (please see Appendix C), followed by three qualitative questions (please refer to Appendix D). Prospective participants who accessed the embedded SurveyMonkey weblink, which was included within an introductory correspondence, were then directed to the Informed Consent form.

Of the 207 special education teachers of SWD-ELLs from the counties/districts with the highest enrollments of ELLs approached to participate, 74 of them provided informed consent, and participated in this research study in whole or in part. Specifically, 67 special education teachers of SWD-ELLs participated in the quantitative portion of this research study, while participants of the qualitative portion of the data collection tool were as follows: Q22 (n = 52), Q23 (n = 53), and Q24 (n = 46). In examination of the data derived from the data collection tool, descriptive statistics, were utilized to further characterize the participants of this research study. It was found that most of research study participants (67.16%) were experienced teachers of SWD-ELLs, who hold a clear Education Specialist credential to serve students with mild/moderate disabilities, with an added authorization to serve ELLs. Participants were predominately teachers in elementary schools (55.22%), and 48.88% reported to be teachers in rural areas. Of the total number of participants, 86.75% reported to teach in schools where 61-100% of students received free-reduced lunches.

Results for each of the 4 research questions of this concurrent mixed methods research study are described, and displayed within this chapter. Statistical analysis with use of SurveyMonkey (2016) built-in stools, and the SPSS 22.0 package (Kirkpatrick & Feeney, 2015) were utilized to analyze data derived from the responses of participants, to

the data collection cool. A summary of results for each research question, are summarized and subsequently presented.

RQ1: (Quantitative) What are the differences, if any, between California's novice and experienced special education teachers self-reported ratings of sense of self-efficacy to serve SWD-ELLs?

Inferential statistics were utilized to answer this research question. The total TSES mean score for novice teachers was 86.68, while experienced teachers had a mean score of 88.73 from a total possible TSES mean score of 108. ANOVA and F-tests were utilized, to compare the self-efficacy of both teacher groups. The F-test resulted in a score of .412. Statistical analysis, with a probability level of .05 ($p \leq .05$), resulted in a significance level of .593. Thus, no significant difference was found between novice and experienced special education teachers and their self-reported rated levels of self-efficacy to serve SWD-ELLs, as measured by the TSES Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a). Therefore, the null hypothesis was accepted as true.

Statistical analysis of the responses of both the novice and experienced special education teachers of SWD-ELLs was further disaggregated to compare total TSES scores, and that of the three groupings of self-efficacy for: classroom management, instructional strategies, and student engagement (Tschannen-Moran & Woolfolk Hoy, 2001a). All TSES mean scores within each of the 3 groupings, were found to be in the mid-range (scores between 6.43 and 7.77) of the 9-point Likert-scale for both novice and experienced special education teachers of SWD-ELLs. Of the mean scores for both

novice and experienced teachers the lowest scores of the groupings, were found in self-efficacy for student engagement (total means between 6.43 and 7.37).

RQ2: (Quantitative) How does years of experience and credentials and/or authorizations held by special education teachers affect their self-reported ratings of self-efficacy?

Inferential statistics were utilized to answer this research question. ANOVA and F-tests were performed to analyze the variances of means, and to determine if statistical significance exists between novice and experienced teachers, based on their credentials and authorizations held to serve ELLs. The F-test resulted in a score of 2.19 for self-efficacy scores of special education teachers by credential type. F-test, for self-efficacy scores of special education teachers, by ELL authorization type resulted in a score of 1.12. Statistical analysis, with a probability level of .05 ($p \leq .05$), resulted in a significance level for self-efficacy by credential type of .08, and .34 for self-efficacy by ELL authorization type. Statistical comparisons between years of experience and credentials and/or authorizations held, resulted in differences amongst special education teachers in California and their rated levels of self-efficacy to serve SWD-ELLs, as measured by demographic survey and the Teacher Sense of Efficacy Scale (TSES) Short Form 12-item questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001a). The difference between novice and experienced special education teachers of SWD-ELLs was not significant, therefore the null hypothesis was accepted as true.

RQ3: (Qualitative) What training or supports, do special education teachers report to have received to effectively teach SWD-ELLs?

Special education teachers of SWD-ELLs reported to have received various forms of training: 57.69% reported to have received multiple-day trainings, 38.47% reported to have received one-day training, and 3.85% reported to have received a two-day training. Narrative responses of 34.61% of the participants were received and thoroughly examined. Themes were developed from those responses. Themes, as reported by participants were those who have: received no training to serve SWD-ELLs, those who received training during their college/university coursework, and/or during their teaching career. For the most part, the special education teachers (novice and experienced) respondents reported that no focused training related to SWD-ELLs had been provided during their teaching career, but rather training had been received during their college/university coursework.

In relation to supports received, a majority or participants reported (75.47%) to have participated in grade-level, content specific, collaboration meetings with fellow teachers, while 20.75% reported to have received mentorship from an experienced/expert teacher, and 3.77% reported to have received in-class coaching. 32.08% of participants shared narrative comments in response to this question. Responses to these questions varied amongst the special education teachers of SWD-ELLs. Responses reported varied between those who reported to have received no on-site supports, but do have a desire to receive in-class coaching and/or mentorship, and those who have received various on-site supports and have a continued desire to receive on-going supports to increase their knowledge of evidenced-based practices to serve SWD-ELLs. All respondents who

provided comments, regardless of what levels of supports they had already received, reported to have a need to receive on-going supports to serve SWD-ELLs.

RQ4: (Qualitative) What training or supports do these teachers feel are still needed to improve their self-efficacy to effectively teach SWD-ELLs?

More than half of the participants of this research study (68.66%) provided a comment in response to Q24. Responses to this item of the data collection tool were utilized to answer RQ4. SurveyMonkey (2016) text analysis was utilized to developed codes, and again each comment was thoroughly reviewed and interpreted, to develop four themes. Themes were: collaborative efforts with parent such as joint training, mentorship, cooperative training opportunities with colleagues, and staff training in general. Overall, special education teachers of SWD-ELLs again, whether novice or experienced, shared that there is a need for on-going training and supports to assist them with effectively teaching their students.

All procedures as noted in Chapter 3 of this research study were explicitly described and implemented as planned. Descriptions of participants, to include demographic information and related descriptive statistics are provided to allow for transferability of research. Results of all quantitative and qualitative data is described and presented in detail, where the use of various tables, and a figure are included in this Chapter. Statistical analysis was conducted, and reliability achieved through triangulation of data. Qualitative data was shared via the use of direct quotations of words, phrases, and statements, made by the participant special education teachers of SWD-ELLs.

Therefore, credibility dependability, reliability, and therefore trustworthiness of research was established.

Discussion related to the findings of this research study, in response to all 4 research questions as presented, will occur in Chapter 5. Likewise, conclusions derived from the findings of this research study will be expressed, and their connections to the literature, as reviewed in Chapter 2. Limitations of this study as described in Chapter 2, will be subsequently reviewed in Chapter 5, as future research may be necessary to continue to examine, and build insight into the needs of all educators to serve students with language differences and disabilities. Lastly, implications and recommendations for schools and school districts alike, as well as universities, to continue to fully prepare special education teachers to provide adequate instruction to SWD-ELLs, will also be shared in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this concurrent mixed methods study was to identify the self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. In addition to seeking insight into the self-reports of self-efficacy of these teachers, I designed this research study to also explore what training and supports special education teachers had received and those they believed were still needed to effectively bring about positive educational outcomes for their students. The research study was specifically designed to include novice and experienced special education teachers of SWD-ELLs in schools and districts in California with the highest enrollments of ELLs. Past data has shown the academic struggles of SWD and ELLs. In the United States, these subgroups of students have historically demonstrated low achievement scores as compared to their English-only speaking peers (United States Department of Education, NCES, 2015). This low achievement was the root of my concern and purpose us this study. In California, similar results have been noted, where recent CAASPP scores showed that SWD and ELL subgroups are performing more than 10 points behind their English-only speaking peers (CDE, 2017a).

However, in review of existing research however, I found that there was limited research specifically related to the self-efficacy of special education teachers, and particularly to those who serve dually identified SWD-ELLs. Bandura's (1977, 1997) theory of self-efficacy served as the theoretical foundation for this research, along with the findings of Tschannen-Moran and Woolfolk Hoy (2001) who have found that self-efficacy ratings of teachers directly relate to the achievement of their students. Thus, for

the quantitative portion of this research study, I analyzed self-efficacy scores of both novice and experienced teachers. Statistically significant differences were not found between the self-reported ratings of self-efficacy of novice and experienced teachers, but rather found similarities amongst the groups. Likewise, qualitative findings of this research study indicated that special education teachers, novice and experienced, expressed a desire for continued opportunities for professional development and job-embedded training and supports. The input gathered from the participating special education teachers is valuable, as it speaks to the continued need for training and supports considered necessary by these teachers to build their self-efficacy and capacity for meeting the educational achievement needs of SWD-ELLs.

Interpretation of the both the quantitative and qualitative findings of this mixed methods study are presented in this chapter. I also describe limitations of this study, noting that the pool of participants of this study was limited in comparison to the thousands of special education teachers working in schools across California. I also offer recommendations and discuss implications for future research based on the research findings of this research study. In this research, I have identified the continued needs of special education teachers. Such findings are complementary to federal and state mandates and regulations. The results of this study support recent initiatives in California that also highlight the complexities of serving ELLs and SWD-ELLs, and seek to build the capacity of teachers and leaders alike to ensure the achievement of all students.

Interpretation of the Findings

The findings of this concurrent mixed methods research study showed similarities in ratings of self-efficacy and the reported needs for future training and supports, amongst novice and experience special education teachers of SWD-ELLs in California. Though differences may have been anticipated between the groups, statistical analysis demonstrated that there was no significant difference between the self-efficacy of these groups of special education teachers. However, I found that special education teachers as a whole had a continued desire to further develop and hone their skills as professionals to bring about academic success for SWD-ELLs. Both groups of special education teachers rated their levels of self-efficacy in the mid- to high-range, as measured by their self-ratings on the TSES short-form Likert-survey (Tschannen-Moran & Woolfolk Hoy, 2001a). The findings of this research complement previous self-efficacy research, and the reliability of findings matched that of the prior findings of Tschannen-Moran and Woolfolk Hoy with the use of the TSES (2001, 2001a).

Findings from special education teacher participants in this study support the notion that with mastery and experience, self-efficacy scores are higher. For example, the participants in this research study who held a master's degree were experienced teachers, and approximately 86% of all participants (novice and experienced) held a clear California Education Specialist credential with the added EL authorization, as required to teach SWD-ELLs. The fact that the participants held such a wealth of experience and extensive educational backgrounds, support Bandura's (1977) findings that indicated mastery of skill leads to increased feelings of self-efficacy. Novice special education

teacher participants had similar ratings of self-efficacy. Novices often rate their self-efficacy as high, but these ratings may be due to high levels of motivation found early in their career, and a willingness to persist even when faced with challenges (Meristo & Eisenschmidt, 2014; Shohani et al., 2015).

Several of special education teachers in this study referenced their college/university coursework as the basis of their knowledge in serving SWD-ELLs. They commented that college/university coursework, and coursework requirements specific to completing their California Education Specialist credential, was in some instances the only focused opportunities they had regarding the unique needs of, and the strategies necessary to teach, SWD-ELLs. The college/university systems that prepare special education teachers should therefore be commended. In Chapter 2 of this research study, I describe the college/university requirements and those of the California credentialing system. California has developed a well-articulated system of requirements and standards for the teaching profession (CCTC, 2009; Samson & Collins, 2012). These standards, the CSTPs, include but are not limited to guidance related to six standards for the profession, such as standards for increasing student engagement, differentiation of instruction for all learners, and continued development as a professional (CCTC, 2009). With the CSTPs and current requirements related to college/university coursework to obtain the clear Education Specialist credential with EL authorization, California appears to be on the right track to ensure special education teachers are prepared to enter the field equipped to educate all students (CCTC, 2009; Samson & Collins, 2012). What leaders in

the field of education do, whether at the district or school-site level, to sustain and further develop the skills of these teachers is critical.

The findings of this research resulted in data indicating that special education teachers rated their self-efficacy skills as average, and on some items high average as it relates to providing adequate instructional strategies, classroom management, and promoting student engagement within their classrooms (Tschannen-Moran & Woolfolk Hoy, 2001). Yet, novice and experienced teachers alike also shared aspirations of honing their craft by acquiring relevant strategies and skills to develop their pedagogical practices to address the academic challenges of SWD-ELLs. States like California and Florida that have the largest enrollments of ELLs, are the front runners in their adoption of strong models for preparing and supporting teachers to meet the needs of ELLs (Samson & Collins, 2012). Likewise, based on the findings of this study colleges and universities are preparing teachers to enter the profession, but school systems require the necessary systems to sustain and maintain teachers' growth. The findings of this research study support prior research that posits that educational systems must diligently work to continue to provide additional supports to build upon the skills of their teachers, novice and experienced alike (Samson & Collins, 2012). The increasing demands placed on teachers to meet the instructional needs of culturally diverse students, especially given the level of rigor now embedded within the common core standards, requires school leaders to increase efforts to support teachers (CCSS Initiative, 2013; Samson & Collins, 2012).

Bandura's (1977, 1997) self-efficacy theory references both mastery experiences and vicarious learning as fuels for sustaining and maintaining motivation and persistence in their given context. Both, mastery experiences and vicarious learning could be continuously stimulated by providing teachers with professional development, job-embedded mentorship, and/or coaching to further improve their feelings of capacity, self-efficacy, and effectiveness in the classroom (see Devos et al., 2012; Dicke et al., 2014; Holzberger et al., 2014; Jamil et al., 2012; Kraut et al., 2016; Lastrapes & Negishi, 2012; Loreman et al., 2013). As I described in Chapter 4, the comments of the participant special education teachers were disaggregated into four themes according to their perceived need for on-going training and supports: collaborative efforts with parent training, mentorship/in-class coaching, collaborative opportunities with colleagues, and staff training. These themes are consistent with previous research which also showed that greater opportunities for dedicated time for training and on-site supports, can contribute to higher levels of self-efficacy of teachers (Shaukat & Iqbal, 2012; Shohani et al., 2015).

Cochran-Smith and Villegas (2015) also highlighted the perceived needs of teachers, indicating that combinations of mentorship and coaching opportunities led to positive effects on teacher's sense of self-efficacy and student achievement. These forms of training and supports are exactly what the special education teacher participants of this research study reported to still need as they strive to provide SWD-ELLs with appropriate access to core content standards in the LRE. Special education teachers, although having completed extensive coursework and multiple-day trainings over the course of their teaching careers, expressed a desire for on-going training and supports. I found that

teachers want continuous opportunities for growth, which is in alignment with recent research indicating that mentorship and in-class coaching are vital to building teachers' capacity to implement strategies to address the needs of culturally diverse students (Javious, 2016).

The expressed needs of the special education teachers in this research study are in alignment with prior research that indicated collaboration and professional development includes high quality evidenced-based instructional materials/curriculum, modeling, and sharing of effective practices amongst professionals to support the growth of teachers should be a required element in school districts (see August et al., 2012; August et al., 2012a). If progressive steps towards the success of ELLs and their teachers is expected in schools, regardless of years of experience, targeted professional development in evidenced-based practices to meet the language and learning needs of SWD-ELLs must occur (Chu, 2016; Sutton et al., 2014).

Limitations of the Study

The analysis of the results garnered from the use of descriptive statistics, shown that more than half of the participants in this research study were experienced teachers. Participants, novice and experienced, predominately held a clear California Education Specialist credential, with the EL Authorization to serve SWD-ELLs. Both factors, limited my ability to fully understand the needs of novice special education teachers who are in the early stages of their career, as they work toward earning their Education Specialist credential.

Another possible limitation, was that though an inductive process was utilized, and comparisons of responses occurred to develop understanding and insight into the ongoing needs of special education teachers, it is possible that this research study did not reach a level of saturation, to completely describe the needs of novice and experienced special education teachers. Presently there are over two-thousand special education teachers of SWD-ELLs in California (Suckow & Roby, 2016). This research study was therefore, a limited sample of the total amount of special education teachers, which may limit generalization and transferability of the research findings. Another limitation of this research is the possibility that participants, as with any self-reported rating scale, may have over or under reported their self-efficacy ratings.

Research study procedures were explicitly described in Chapter 3 of this research study. Strict adherence to, and execution of these procedures are thoroughly explained in Chapter 4. Though limitations were identified, every effort was made to ensure careful attention was taken to individual participant responses. Comparisons were made accordingly, and accurate triangulation of data occurred to provide reliable, credible, transferable, and trustworthy findings.

Recommendations

Persistent concerns related to the continued gaps in achievement between ELLs, SWD, and SWD-ELLs, as compared to their same grade-level English only non-disabled peers, requires the examination of school systems, to identify gaps in practice which may be contributing to this issue. Even though basic requirements of IDEA (2004) and the ESSA have existed for decades, ELLs, SWD, and SWD-ELLs, continue to struggle to

receive access and achievement towards standards based curriculum (see Aron & Loprest, 2012; CDE, 2015a; Jimenez-Castellanos & Topper, 2012; Salomone, 2012; United States Department of Education, NCES, 2015; United States Department of Education Press Office, 2016). Special education teachers', expressed in this research, and as noted in previous bodies of research, feel a need for and are seeking on-going professional development to meet the complex cultural, linguistic, and learning needs of their students (see Burr et al., 2015; Cavendish & Espinosa, 2013; Chu, 2016; Ford, 2012; Figueroa et al., 2013; Jacobs & Hatrick, 2016; Klingner et al., 2014; Nguyen, 2012; Ochoa et al., 2014; Park & Thomas, 2012; Pompa & Thurlow, 2013; Tyler & Garcia, 2013). Clearly, special education teachers', as found in this research study, know and understand their own needs. They, as many professionals before them, seek professional development that is targeted, evidenced-based, job-embedded, and affords opportunities for collaboration amongst special education and general education teachers, to strategically plan for the implementation of instructional practices that address the complex needs of SWD-ELLs (see Anchondo et al., 2015; Chu, 2016; Cochran-Smith & Villegas, 2015; DuFour & Mattos; 2013; Javious, 2016; Karge & McCabe, 2014; Sutton, 2014). Hence, future research is necessary to identify how such professional development will be provided, and in what increments, can such supports guarantee the focused training and continuity of supports necessary to meet the needs of all teachers of SWD-ELLs.

Likewise, future research into how the provision of such training and supports, directly affects the self-efficacy of novice teachers, and the achievement of SWD-ELLs,

could be insightful given the teacher shortages currently occurring in California (see Anchondo et al., 2015). Therefore, with greater resources and accessibility to more special education teachers of SWD-ELLs, expansion of this research could be beneficial to the field. A larger pool of participants, and particularly increased responses from novice teachers, may provide different statistical results related to self-efficacy. A larger sample of participants could afford others with the ability to further generalize findings to other schools and districts, not only in California but within other states with high enrollments of ELL and SWD-ELLs, across the United States.

Implications

Valuable information regarding the reported needs of special educators who work directly with SWD-ELLs were garnered from this research study. The findings could be beneficial for all educators, but especially leaders such as: school administrators of both general education and special education programs, as well as college and university leaders of teacher preparation programs. This research confirms previous research related to self-efficacy, as well as contributes to prior research regarding the professional development needs of teachers. The results of this study expanded upon prior research, as findings have specific implications related to the field of special education. The reports of special education teacher participants of this research study, assisted with providing insight into gaps in current professional development practices in schools, which are necessary to further support the needs of special education teachers of SWD-ELLs. As a result, it was found that special education teachers of SWD-ELLs require unique and

ample opportunities for focused training and supports to increase their feelings of efficacy and capacity, to serve the diverse needs of their students.

The enactment of the Education for all Handicapped Children Act (1975), now amended and known as IDEA (2004) was in full support of the meet the unique needs of SWD. Concurrently occurring, case law such as Lau v. Nichols (1974) and Castaneda v. Pickard (1981) found gaps in access to instruction for ELLs, and upheld the basic civil rights of all children, and specifically ELLs to receive equal access to curriculum and instruction. Thus, communities of professionals, to include leaders in the field of eudcation, have stood together with the families of their students seeking not only equitable access, but also parity of instructional which call lead to successful educational outcomes for all children. Today the same is true.

As found in this research study, educators have great interest in learning more about their students, through increased partnerships, cross-training, and collaboration with parents to further understand their needs and provide support. The 2015 reauthorization of ESSA's ESEA Title III, also known as the Language Instruction for English Learner and Immigrant Students Act, requires that ELLs are afforded with the necessary supports to be able to achieve towards contents standards (United States Department of Education, Office of Elementary and Secondary Education, 2017; United States Department of Education, Office of English Language Acquisition, 2016). To promote such achievement of ELLs, the ESEA includes provisions for districts and their schools, in receipt of Title III monies, to provide on-going professional development to its teachers, administrators, and parents, of children who are ELLs (United States

Department of Education, Office of Elementary and Secondary Education, 2017; United States Department of Education, Office of English Language Acquisition, 2016). The leveraging of such funds, could supplement and maximize resources needed to ensure on-going training and supports, are afforded to special education teachers of SWD-ELLs. As expressed by special education teachers in this research study, joint collaborative training between themselves and general education colleagues of SWD-ELLs, as well as with the families of their students is essential to addressing the complex language and learning needs of their students.

Recently, the California State Board of Education highlighted the ESEA, along with California Education Code regulations regarding Local Control Funding Formula (LCFF) and Local Control Accountability Plans (LCAP) which took effect in 2013, and are required of each school district (CDE, State Board of Education [CA SBE], 2017; California Services for Technical Assistance and Training [CalSTAT], 2016). Through the LCFF, additional funding allocations are made for Districts to specifically address the needs of under-performing subgroups of students, which includes ELLs. Districts, could utilize LCAP processes to determine the unique gaps in practice within their District, and could designate funding for targeted supports (see CalSTAT, 2016). Thus, Districts have opportunities to align resources, and design systems that adequately address the continued gaps in achievement of ELLs, to include SWD-ELLs, and the needs of the staff who serve them. Systems which allow for on-going collaboration and training amongst general education and special education teachers, and parents, as well as opportunities for mentorship and in-class coaching for teachers, has already been identified in this research

study and previous bodies of research, as a missing and vital element to staff and student success. These systems of support, if implemented with fidelity, could directly affect the efficacy of teachers, and build upon their knowledge and expertise to further the achievement of their students.

Conclusion

This concurrent mixed methods research study was designed to identify self-reported levels of self-efficacy of novice and experienced special education teachers of SWD-ELLs in California. In addition, exploration into what types of training and supports these teachers had received, and feel are still necessary occurred. As a result, significant differences between novice and experienced teacher were not found. Rather, similarities between both groups of teachers were found. Overall ratings of self-efficacy for all special education teacher participants were in the mid-range, as measured by the TSES short-form Likert-scale questionnaire (Tschannen-Moran & Woolfolk Hoy (2001a). Response to qualitative questions of this research, as gathered from the narrative comments, indicated that though training and supports have been received through college/university coursework and some on-site training and supports, special education teachers would like to obtain more opportunities for on-going training and supports.

The self-reported ratings of self-efficacy of the special education teachers of SWD-ELLs, corroborated and added to, existing research related to Bandura's theory of self-efficacy (1977; 1997), and related self-efficacy research regarding general education teachers, and limited research related to special education teachers (Cameron & Cook, 2013; Devos et al., 2012; Dicke et al., 2014; Holzberger et al., 2014; Jamil et al., 2012;

Kraut et al., 2016; Lastrapes & Negishi, 2012; Loreman et al., 2013; Shaukat & Iqbal, 2012; Tschannen-Moran & Woolfolk Hoy, 2011). Findings of this research have shown, in the expressed comments of the special education teacher participants, that there is an appeal to their administrators to provide on-going targeted training and supports in the identified areas of: collaborative parent training, mentorship/in-class coaching, collaboration with colleagues, and whole staff training related to the use of effective evidenced-based tools, and strategies, specific to addressing the achievement of SWD-ELLs.

States like California with increasing enrollments of ELLs, and culturally diverse learners, must align their resources to provide these additional supports to their teachers (Artiles, 2015; Jimenez-Castellanos & Topper, 2012). If school districts expect teachers to be able to effectively respond to the academic challenges of ELLs, keen shifts in funding and resources needs to occur to acquire the training teachers require (Artiles, 2015; Jimenez-Castellanos & Topper, 2012). As needs of ELLs vary, so do the needs of their teachers, thus in-depth analysis of the needs of ELLs at their varied stages of English language acquisition is paramount (Jimenez-Castellanos & Topper, 2012). California is currently in the process of such shifts, from CELDT to ELPAC, and STAR to CAASPP systems, as described in Chapter 2. Hence, California has demonstrated a strong commitment to further addressing the needs of all students, to include ELLs, SWD, SWD-ELLs, and the educators who serve them.

Nevertheless, intensive amounts of work continue to be necessary, within districts and schools across the state to raise educational achievement of ELLs, SWD, and SWD-

ELLs. A press release from the CDE, reported the most recent CAASPP results for English/language arts and Mathematics, for all students and by subgroup (CDE, 2017a). The results displayed that the subgroups of ELLs and SWD respectively, continued to trail over 10 points behind their English only, nondisabled peers (CDE, 2017a). The data however, continues to provide us with a limited view of who these ELLs and SWD-ELLs are. Educators have attempted to discern the compounding effects of language acquisition needs, and disability related needs of these students, which is complex.

The newly designed ELPAC, the California's English Language Development Standards Implementation Plan, and English Learner Roadmap, should lead to greater availability of guidance for educators, alignment of supports, and data based on identified levels of instructional need (CDE, 2016a; CDE, 2017). The availability of disaggregated data, along with assessment aligned to California common core aligned EL standards, may provide the ability for more targeted professional development, and adeptly differentiated data-driven instructional practices in classrooms. But most importantly, these new developments, just might be the missing piece to the building meaningful, value-added models of assistance and support, to promote whole-child successes throughout their educational journey.

Equally, California has recently provided opportunities for district and schools to maximize resources, through collaborative efforts between and within school systems. Thus, the time to align and maximize the use of resources is now. For instance, the Title III provisions of the ESEA, and LCFF/LCAP have requirements and parameters within them especially dedicated to providing student, staff, and parent support, to increase the

achievement of ELLs (see CA SBE, 2017; CalSTAT, 2016; United States Department of Education, 2016; United States ESEA, 1965, Sections 3111(b)(2)(B)- 3115(c)(2)).

Notably as previously described, many ELLs are also SWD, in which the dually identified needs of SWD-ELLs are addressed in IDEA (2004) (Price & Brown, 2016). The regulations, mandates, and accountability systems inherent within the IDEA (2004) and ESEA, provide a foundation for promoting academic achievement of SWD-ELLs, through access, equity, and parity, of instructional strategies, curriculum and materials, direct and indirect services, and the provision of qualified service providers (IDEA, 2004, 20 USC. § 1400; United States ESEA, 1965, Sections 3111(b)(2)(B)- 3115(c)(2)). It is believed that only with the maximization of resources such as these, can leaders in the field of education capitalize on our greatest asset and resource, our students, and the teachers who impact their lives every day. Educational leaders have a prime opportunity to address the appeals of their special education teachers, to increase supports and build upon their skill-set. By empowering our educators with effective tools, strategies and supports, educational leaders can reinvent and recharge systems, to achieve successful educational outcomes for each student.

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Appendix A: Percent of English Language Learners attending K-12 Public Schools in California

County	Number of Schools	English learners (# and % of) Enrollment)
ALAMEDA	392	49,369 (21.9 %)
ALPINE	3	0 (0.0 %)
AMADOR	15	96 (2.4 %)
BUTTE	101	2,722 (8.8 %)
CALAVERAS	24	140 (2.4 %)
COLUSA	19	1,728 (37.7 %)
CONTRA COSTA	274	30,947 (17.7 %)
DEL NORTE	19	381 (9.2 %)
EL DORADO	69	2,005 (7.4 %)
FRESNO	351	45,033 (22.6 %)
GLENN	29	1,341 (23.7 %)
HUMBOLDT	94	1,330 (7.3 %)
IMPERIAL	67	16,119 (43.3 %)
INYO	30	737 (14.2 %)
KERN	271	39,634 (22.0 %)
KINGS	68	6,281 (21.9 %)
LAKE	42	1,125 (12.3 %)
LASSEN	27	173 (3.9 %)
LOS ANGELES	2,274	349,878 (22.7 %)
MADERA	79	7,931 (25.7 %)
MARIN	78	4,979 (15.0 %)
MARIPOSA	14	60 (3.2 %)
MENDOCINO	69	2,757 (21.2 %)
MERCED	107	16,133 (28.3 %)
MODOC	13	290 (20.2 %)
MONO	16	606 (28.7 %)
MONTEREY	139	31,314 (41.2 %)
NAPA	45	4,846 (23.1 %)
NEVADA	49	657 (5.3 %)
ORANGE	605	129,390 (26.0 %)
PLACER	132	5,769 (8.2 %)
PLUMAS	14	86 (4.0 %)
RIVERSIDE	500	89,137 (20.9 %)
SACRAMENTO	385	43,589 (18.1 %)
SAN BENITO	28	3,255 (29.2 %)
SAN BERNARDINO	561	78,696 (19.2 %)
SAN DIEGO	774	112,730 (22.4 %)

SAN FRANCISCO	125	16,447 (27.8 %)
SAN JOAQUIN	239	33,219 (23.1 %)
SAN LUIS OBISPO	84	5,430 (15.6 %)
SAN MATEO	182	23,205 (24.4 %)
SANTA BARBARA	117	24,033 (35.0 %)
SANTA CLARA	422	66,784 (24.1 %)
SANTA CRUZ	80	11,934 (29.4 %)
SHASTA	98	881 (3.3 %)
SIERRA	5	23 (6.2 %)
SISKIYOU	54	196 (3.4 %)
SOLANO	104	8,797 (13.8 %)
SONOMA	191	16,519 (23.2 %)
STANISLAUS	190	26,691 (25.0 %)
SUTTER	43	3,626 (16.9 %)
TEHAMA	54	1,770 (16.7 %)
TRINITY	27	31 (2.0 %)
TULARE	201	28,794 (28.2 %)
TUOLUMNE	34	118 (1.9 %)
VENTURA	231	33,821 (23.8 %)
YOLO	64	6,328 (21.6 %)
YUBA	42	2,352 (16.8 %)
State Totals	**9,997**	**1,392,263 (22.3%)**

Source adapted from: California Department of Education, Data Reporting Office. (2016b). *Statewide English Language Learner Data Summarized by County*. Retrieved from: http://dq.cde.ca.gov/dataquest/

Appendix B: Introductory Correspondence to Participants

Dear Special Educator,

My name is Deborah E. Montoya, and I am a doctoral student with Walden University. You may already know me, as I am the Sr. Director of Special Education for the Imperial County Office of Education, but this is separate from that role. I am conducting a dissertation research study titled: Self-efficacy of Novice and Experienced Special Education teachers of English language learners (ELLs) in California. It is anticipated that the results of this study will facilitate a greater understanding of what supports and professional development special education teachers have received, and feel is still needed, to increased their ability and sense of self-efficacy to meet the complex instructional needs of students with a disability who are ELLs. Thus, Special education teachers who serve ELLs in K-12 public schools, who are willing to share their insights, are desired to take a brief online survey.

If you are a special education teacher of ELLs you are invited to participate, or if you know of a special education teacher whom may be interested in participating in this research study, please forward this email to him/her. Participants responses will be collected anonymously and confidentially, via SurveyMonkey: please https://SurveyMonkey/r/RJVRB3Y.

The survey should take approximately 15 minutes to complete. The results of the data collected will be presented in a dissertation, and possibly in journal articles and conference presentations. If you would like to learn more, or receive a summary of the findings, please email me directly at Deborah.montoya@waldenu.edu or my Walden

University chair judy.shoemaker@mail.waldenu.edu, so that you can be added to a distribution list of educational professionals. You may print a copy of this form for your records.

I thank you in advance for taking the time to participate in this research study,
Deborah E. Montoya, Walden University Doctoral Student

Appendix C: Data Collection Tool Part B: Teachers' Sense of Self Efficacy Scale (TSES)

Short Form Questionnaire and Quantitative Questions

Teacher Beliefs

Directions: This questionnaire is designed to help gain a better understanding of the kinds of things that create difficulties for special education teachers in their school activities. It is anticipated that through the analysis of your responses, a better understanding can be achieved about how teachers can be further assisted and supported in serving students with disabilities who are ELLs.
Please indicate your opinion about each of the statements below.
Your answers are confidential.

		How much can you do?								
		Nothing	Very Little		Some Influence		Quite A Bit			A Great Deal
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	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)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Source: (Tschannen-Moran & Woolfolk Hoy, 2001)

Below is a series of questions which will facilitate a better understanding about the characteristics of special education teachers in California. Please respond to each question.

13. For how many years have you been a special education teacher of students with mild/moderate disabilities who are English language learners (SWD-ELLs)?

O 1-5 yrs. O 6-10 yrs. O11-24 yrs. O 25 yrs.+

14. What grade levels do you teach?

O Elementary O Middle/Jr. High O High School

15. What is the highest level of education/semester credit hours of college/university coursework taken?

O Bachelors' Degree

O Bachelors' Degree +15 units or more

O Masters' Degree

O Doctorate

16. What Credential do you hold to serve students with disabilities?

O Education Specialist Credential Clear

O Education Specialist Intern Credential

O Education Specialist Provisional Intern Permit (PIP)

O Education Specialist Short-term Staff Permit (STSP)

O Other: _____

17. What authorization/certificate do you hold to serve ELLs:

O Education Specialist with EL authorization

O Bilingual, or Cross cultural, Language and Academic Development (BCLAD or CLAD) certificate

O Waiver or Emergency CLAD or Bilingual Authorization

O Other: _____

18. What is the context of your school?

O Urban O Suburban O Rural

19. What is the approximate percentage of students who receive free and reduced lunches at your school?

O 0-20% O 21-40% O 41-60% O 61-80% O 81-100%

20. Do you speak any other language(s) besides English?

O Yes, Spanish O Yes, language other than Spanish O No

Appendix D: Data collection tool Part C. Qualitative questions

21. What types of training have you received to assist you with meeting the academic needs of SWD-ELLs? (Please indicate all that apply.)

O One-day training O Two-day training O Multiple-day training

O Other (please describe):

_____

22. What types of on-site supports have you received to assist you with meeting the academic needs of SWD-ELLs? (Please indicate all that apply.)

O In-class coaching

O Mentorship from an experienced/expert teacher

O Participation in grade-level content specific collaboration meeting with fellow teachers/Professional Learning Communities

O Other: _____

23. What types of training and supports do you feel is still needed to assist you with meeting the instructional needs of SWD-ELLs?

Please elaborate as much as possible.

Your participation is greatly appreciated. Thank you for your service to enhance educational outcomes for students with disabilities who are ELLs.

Appendix E: Permission Letter for TSES Use

THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear Deborah E. Montoya,

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

Anita Woolfolk Hoy

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

COLLEGE OF EDUCATION
29 WEST WOODRUFF AVENUE
COLUMBUS, OHIO 43210-1177

WWW.COE.OHIO-STATE.EDU/AHOY

PHONE 614-292-3774
FAX 614-292-7900
HOY.17@OSU.EDU

Appendix F: Correspondence to obtain permission for TSES use

Gmail by Google

Deborah Montoya <deborah.montoya@waldenu.edu>

Permission to use the TSES

3 messages

Deborah Montoya <deborah.montoya@waldenu.edu> Wed, Jan 18, 2017 at 6:22 AM
To: hoy.17@osu.edu

Dear Dr. Woolfolk Hoy,

My name is Deborah E. Montoya and I am writing to you in order to respectfully request your permission to use the *Teachers' Sense of Efficacy Scale* in my research. I have visited your website, and have found the TSES permission letter there, however felt it would be most appropriate to contact you directly for permission.

I am a student with Walden University, where I am in the process of completing my dissertation proposal titled: Self-Efficacy of Novice and Experienced Special Education Teachers of English Learners. I have proposed to conduct a concurrent mixed-methods study to identify the self-reported levels of self-efficacy of novice and experienced teachers of students who are identified as both English language learners and a student with a disability. Additionally, I plan to examine what types of credentials and authorizations are held by these teachers which may be contributory factors to their feelings of self-efficacy, as well as their reported on-going needs for training and/or supports.

I feel the use of the TSES will be the most appropriate tool for conducting such research.

Please feel free to contact me with any questions and/or comments via email and/or via telephone at (760) 791-1645.

I thank you in advance for your time and consideration.

Sincerely,

Deborah E. Montoya, M.S.

Anita Woolfolk Hoy <anitahoy@me.com> Wed, Jan 18, 2017 at 10:48 AM
To: Deborah Montoya <deborah.montoya@waldenu.edu>

You are welcome to use the TSES in your work.

Anita Woolfolk Hoy
7655 Pebble Creek Circle, Unit 301
Naples, FL 34108
anitahoy@mac.com
239-529-1656

http://anitawoolfolkhoy.com
[Quoted text hidden]

Deborah Montoya <deborah.montoya@waldenu.edu> Fri, Jan 20, 2017 at 8:52 AM
To: Anita Woolfolk Hoy <anitahoy@me.com>

Hello Dr. Woolfolk Hoy,
Thank you for your permission.

With sincerest gratitude,

Deborah E. Montoya

Appendix G: NIH Training Course Certificate of Completion

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Deborah Montoya** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 08/23/2015

Certification Number: 1818039

Appendix H: Pilot Study Introductory letter

Dear Special Educator,

As you may know, aside from my role as Sr. Director of Special Education for the Imperial County Office of Education, I am a doctoral student with Walden University. I am conducting a dissertation research study titled: Self-efficacy of Novice and Experienced Special Education teachers of English language learners (ELLs) in California. I am conducting this study in anticipation of facilitating a greater understanding of what supports and professional development novice and experienced special education teachers have received, and feel is still needed, to increased their ability and sense of self-efficacy to meet the complex instructional needs of students with a disability who are ELLs. Thus, Special education teachers who serve ELLs in K-12 public schools, who are willing to share their insights, are desired to take a brief online survey.

As a special education teacher of ELLs in a public school, I am inviting you to participate, in a pilot of the research study data collection tool. Your participation in this pilot study is completely voluntary, and all responses will be collected anonymously and confidentially, via SurveyMonkey. Your participation is necessary to assist me with identifying if the questions posed are comprehensive, understandable to participants, and yield the information necessary for me to gain valid and reliable data. Please note that though it is preferable that you answer all questions included in the data collection tool, you may skip items if you so choose, and you may withdraw participation at any time. There will be no way of determining if you participated or not, and survey responses

cannot be connected to any individual. The survey should take approximately 15 minutes to complete. If you would like to learn more about this pilot study or the actual research study, and/or receive a summary of the findings, please email me at Deborah.montoya@waldenu.edu directly, or my Walden University chair: judy.shoemaker@mail.waldenu.edu, so that you can be added to a distribution list of educational professionals. You may print a copy of this form for your records.

I thank you in advance for taking the time to participate in this pilot research study,

Deborah E. Montoya, Walden University Doctoral Student

Appendix I: Sample Letter of Cooperation

[Name of District] Unified School District

[Address] St.

[City], CA [Zip code]

June 4, 2017

Dear Mrs. Deborah E. Montoya,

Based on the review of your research proposal, I give permission for you to conduct the study entitled Self-Efficacy of Novice and Experienced Special Education Teachers of English learners within the [Name of School District]. As part of this study, I authorize you to disseminate your electronic data collection tool to special education teachers within our District, which includes: A) Informed Consent form, B) Teacher Short-form Self-Efficacy Scale, and C) open-ended questions. Special education teachers will be contacted via electronic correspondence, whereby participation in the study will be anonymous, via a confidential and secure portal, and at their own discretion.

We understand that our School District's special education teachers will be approached as potential participants for the research study. We reserve the right to withdraw from the study at any time if our circumstances change. I understand that you will not be naming our District in the doctoral dissertation to be published in ProQuest. I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies. I understand that the data collected will remain

entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Superintendent

[Name of District] Unified School District