EXPLORING THE RELATIONSHIP BETWEEN SPECIAL EDUCATION ADMINISTRATIVE SUPPORT AND THE SELF-EFFICACY OF SPECIAL EDUCATION TEACHERS

by

Angelina Dickey
B.A. (University of the Philippines-Visayas) 1996
M.A. (Philippines Women's University) 2006

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ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 – 1346

Angelina Dickey
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Abstract

This study contributes to the literature about the impact of administrative support on the self-efficacy of special education teachers. Current research identified three dimensions of teachers' self-efficacy: classroom management, instruction, and student engagement (Ewy, 2007; Heneman, Kimball, & Milanowski, 2006; Klassen, Bong, Usher, Chong, Huan, Wong, & Georgiou, 2009; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Hoy, 2007; Voris, 2011). Previous studies have also established four types of administrative support: emotional, instructional, managing the environment, and technical (Balfour, 2001; Combee, 2014; Ewy, 2007; Otto & Arnold, 2005; Thornton, Peltier, & Medina, 2007).

This study investigated the impact of each of the four types of administrative support on each of the three dimensions of teacher efficacy. Although this study's participants reported high levels of efficacy, the correlation to administrative support was weak. These findings are contrary to previous research. Instead, this study found that longevity in the field superseded administrative support.

The implication of this study is that school districts need to revisit the types of administrative support, the intensity and timing of such support for their special education teachers.

California State University, Fresno
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This dissertation was presented

by

Angelina Dickey

It was defended on

December 18, 2017

and approved by:

Randy Schultz, Chair
Teacher Education

Stacy Schmidt
Social Sciences and Teacher Education

John Stark
Business and Public Administration

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CHAPTER 1: INTRODUCTION

Background

Three landmark laws guarantee the rights to quality education for students with disabilities. The Individuals with Disabilities Education Improvement Act (IDEA) and the Every Student Succeeds Act (ESSA) require access to quality education for all students, as well as assuring access to the general education curriculum for students with disabilities (Combee, 2014). Moreover, Section 504 of the Americans with Disabilities Act also protects the educational rights of students with disabilities (U.S. Department of Education, n.d-b).

While school administrators are tasked with supervising school programs and services for special education to ensure compliance with federal, state, and local laws, they are also expected to understand special education teachers' role in educating students with disabilities (Otto & Arnold, 2005). School administrators, including school-level principals, assistant principals, vice principals, and teachers must collaborate to bring about achievement for all students (Wynn & Brown, 2008). Appropriate support from administrators is needed to develop special education teachers who are motivated to grow professionally and who strive to impact student achievement positively (Billingsley, 2005).

The development of teachers' self-efficacy, or confidence in their capabilities to bring about positive student outcomes (Bandura, 1997), has been strongly related to the support provided by their administrator (Otto & Arnold, 2005). Also, self-efficacy, which is recognized as one of the essential characteristics of effective teachers, is strongly related to success in teaching (Brouwers & Tomic, 2003; Lazarus, 2006; Tschanen-Moran & Hoy, 2001). Teachers who have strong self-efficacy beliefs are confident in their capabilities to

bring about successful learning outcomes among their students (Bandura, 1997). In addition, teachers with high levels of efficacy are found to persist when teaching students who struggle with learning (Gibson & Dembo, 1984), are less controlling of student behaviors (Woolfolk, Rosoff & Hoy, 1990), are more likely to try new strategies and approaches (Guskey, 1988; Ross, 1994), and generally find their work meaningful (Pines, 2002). In contrast, teachers who have low self-efficacy doubt their capabilities in setting challenging goals and successfully meeting goals for both themselves and their students (Pajares, 2002).

The impact of administrative support on special education teachers' self-efficacy in managing the classroom, delivering instruction, and motivating students has sparked the interest of researchers (Balfour, 2001; Bettini, Park, Benedict, Kimerling & Leite, 2016; Combee, 2014; Ewy, 2007; Otto and Arnold, 2005; Roderick, 2011; Seebeck, 2016; Thornton et al., 2007). Inquiry ranges from exploring the efficacy of special education teachers, their perception of the support they receive from their special education administrators, the perception of special education administrators on the support they should provide special education teachers, and the impact of administrative behaviors on efficacy of special education teachers (Balfour, 2001; Combee, 2014; Ewy, 2007; Otto & Arnold, 2005, Thornton, Peltier, & Medina, 2007). It is vital that educational leaders and policymakers understand the impact of administrative support on the development of special education teachers' self-efficacy (Thornton et al., 2007).

Schools currently face the challenging task of retaining highly effective special education teachers. According to Billingsley (2005), special education teachers leave the field in substantial numbers compared to general education teachers. Carver-Thomas and Darling-Hammond (2017) wrote that 75% of the districts surveyed in the Fall of 2016 were experiencing teacher shortages; the

majority of districts reported worsening deficits. Ingersoll (2002) identified attrition as the major reason for shortages of special education teachers. Besides, research has suggested low job satisfaction as a primary reason why teachers leave their jobs (Coleman, 2001; Embich, 2001).

Singh & Billingsley (1996), focused on the effect of workplace conditions and teacher job satisfaction on the intent to stay in the field for teachers of students with emotional disorders. Their study involved 658 special education teachers. Results of the study indicated that teachers' intent to stay in teaching was primarily determined by the presence of role-related problems and their workplace condition.

The attrition of special education teachers is a serious problem given the increasing number of students in special education (Kaff, 2004). Attrition is a threat to the quality of education and services received by students with disabilities (Billingsley, 2007a). Students with disabilities need highly skilled special education teachers if they are to make adequate academic progress and achieve their maximum potential (Vannest, Mahadevan, Mason, & Temple-Harvey, 2009). It is important to address attrition in special education due to the potential loss of services for a high-risk student population (Payne, 2005).

Statement of the Problem

Current research suggests that teachers who indicated high levels of efficacy also reported high levels of administrative support (Bettini et al., 2016; Brownell & Pajares, 1999; Voris, 2011; Washburn & Moses). Research also suggest that low levels of administrative support translates to low teacher self-efficacy (Boscardin, 2005; Benz, 2000; Gersten, 2000; Guzman, 1997; Schulze, 2014). Teachers attributed their self-efficacy levels, whether high or low, on the level of support provided by their site-level administrators.

An absence or minimal level of quality administrative support is one of the main reasons why special education teachers report experiencing burnout, stress, low motivation, low job satisfaction, and eventually decide to leave the profession (Balfour, 2001; Combee, 2014; Ewy, 2007; Wald, 1998). Billingsley (2007a) and Otto and Arnold (2005) noted that many teachers perceive that they receive minimal support from their administrators. Ewy (2007) and Combee (2014) found that special education teachers and their building, or school-level special education administrators do not share the same view about what constitutes administrative support. Ewy (2007) recommended identification and implementation of administrative actions and behaviors considered supportive by special education teachers.

Research to track teachers' self-efficacy should be supported by school leaders since many special education teachers indicated increasing difficulty in meeting student needs. As reported by Gersten and Morvant (1995), "many special education teachers indicated that it had become increasingly difficult for them to meet the needs of their students and that their waning sense of efficacy played a significant role in their decisions to leave special education teaching" (p. 12).

Voris (2011) recommended further research comparing the efficacy of high school special education teachers between schools within the same district. Tschannen-Moran and Hoy (2001) suggested "taking seriously the potency of efficacy beliefs to impact teacher motivation and persistence… and to provide greater protection and support for teachers" (p. 803).

Purpose of the Study

This study focused on exploring beliefs of special education teachers on their efficacy in classroom management, instruction, and student engagement and how these beliefs related to the four types of administrative support provided by

their school special education administrators. This study also explored how special education teacher characteristics such as years of teaching, certification, or credential, as well as classroom characteristics including location or school site, type of special education setting, class size, caseload size, number of paraeducators, or instructional aides relate to self-efficacy.

The impact of administrative support on the efficacy beliefs of special education teachers imply a need for exploration of school practices, actions, or support that strengthen or weaken teachers' efficacy. Providing appropriate support to build the efficacy of both beginning and experienced special education teachers is required from school leaders to address the present trends in special education teacher attrition.

The immediate outcome of this study is to provide the basis for programs and actions directed toward the improvement of knowledge as well as abilities of special education teachers and special education administrators. The long-term outcome of this research is addressing the problem of teachers leaving the special education profession due to low self-efficacy and lack of quality administrative support.

Conceptual Framework

The Self-Efficacy Theory (SET) developed by Albert Bandura (1977) provided the conceptual framework for this study regarding self-assessment of capabilities by special education teachers and the explanation of these beliefs as a result of teachers' interaction with factors in their work environment, such as administrative support.

Bandura's Self-Efficacy Theory (SET)

Bandura's theory clarifies the self-efficacy belief system as a set of beliefs linked to specific aspect of functioning (Bandura, 1977). Within the framework of Bandura's theory, efficacy beliefs have an impact on a person's thought patterns and motivational processes. Also, self-efficacy beliefs have been identified as an important determinant of human motivation, affect, and action.

According to Bandura (1977), self-efficacy is the result of past performance accomplishments or mastery experiences, vicarious experiences, social or verbal persuasions, and physiological or emotional state. Bandura identified personal accomplishment as pertaining to a person's experiences of successes or failures. One's past experiences of success help build strong confidence to set and attain higher goals, whereas past failures may produce doubt about one's capabilities to achieve positive outcomes. Vicarious experiences are experiences that people gain from observing others. Positive role models come to prominence as a source of vicarious experience. Observing others succeed or fail can either strengthen or weaken one's self-efficacy beliefs. Social or verbal persuasion is gained from positive feedback from others, which justifies the essential nature of coaching and mentoring in building self-efficacy (Bandura, 1997).

Goddard, Hoy, and Hoy (2000) identified the importance of constructive feedback in the development of effective teaching behaviors, methods of framing specific suggestions to improve, the crucial role of mastery experiences during student teaching, and the impact of the induction year on the development of teacher self-efficacy. Lastly, psychological or emotional state is determined by the presence or absence of stress. Stress represents a negative factor which weakens self-efficacy; whereas a lack of stress encourages optimism about personal goals and attainments (Bandura, 1977). Withdrawal from a task, poor performance, and

burnout are related to self-efficacy judgments, which consequently affect the individual's behavior or performance (Bandura, 1997).

Bandura (1997) emphasized that self-efficacy is best measured by looking into people's "situation-specific confidence" (p. 3) since "one cannot be a master of all realms of human life" (p. 307). Different pursuits come with situational demands and circumstances which affect how people build their capabilities and affect their efficacy in specific pursuits. Therefore, in measuring self-efficacy, Bandura (1997) recommends looking at specific challenges particular to ability or performance. In the context of this study, the specific challenges can be looked through the lens of three teaching tasks: classroom management, instruction, and engagement of students with disabilities.

Knowledge of special education teacher capabilities for handling difficult situations, as well as consideration of the classroom characteristics affecting the development of these capabilities, is very important. This knowledge will offer guidelines for school districts, local education agencies (LEAs), educational leaders, and policymakers to provide quality special education administrative support and to retain highly effective teachers.

Research Questions

This study sought to understand special education teachers' self-efficacy beliefs and how these beliefs relate to the support provided by their school special education administrators. This study will also explore the relationships between teachers' self-efficacy, teacher characteristics, and classroom characteristics. This inquiry will be addressed through four questions as follows:

1. How do special education teachers rate their self-efficacy in classroom management, instruction, and student engagement?

2. How do special education teachers rate the emotional, instructional, management of the environment, and technical support provided by their school-site special education administrators?
3. What is the relationship between special education administrative support and special education teachers' self-efficacy?
4. What are the relationships between special education teacher characteristics (years of teaching, credential or certification), classroom characteristics (location or school site, class size, caseload size, special education setting, number of classroom aides, or paraeducators) and self-efficacy?

Definition of Terms

Administrative Support: These are supports provided by special education administrators to special education teachers to facilitate the performance of their job. For this study, administrative support included emotional, instructional, managing the environment, and technical (Balfour, 2001).

Emotional support: refers to administrative support connected to feelings and emotions.

Instructional support: refers to administrative support related to the action or practice of teaching.

Managing the Environment: refers to administrative support based on the school's physical characteristics.

Technical support: refers to administrative support based on school mechanics and specifics (Balfour, 2001).

Administrative Support Survey: Administrative Support Survey, developed by Balfour (2001), consists of 52 questions exploring supports provided to special education teachers by their special education administrators. The Administrative

Support Survey has been widely used by researchers because of the instrument's reliability and validity in measuring administrative support for special education teachers.

Self-Efficacy Beliefs: According to the theory of Albert Bandura (1977), self-efficacy beliefs refer to people's beliefs about their capability to achieve desired outcomes despite certain challenges. For this study, self-efficacy involved teachers' beliefs about their capabilities in the three dimensions of the teaching task: classroom management, instruction, and student engagement.

Special Education Teachers: Individuals responsible for delivering instruction and services to students with disabilities. Depending on credentialing type, certain special education teachers which are known as Education Instruction Specialists provide instruction and related services to students with disabilities.

Special Education Teacher Characteristics: Refers to individual teacher characteristics such as certification, or credential, and years of teaching in special education.

Special Education Teachers' Classroom Characteristics: In this study, this refers to teachers' school or site of assignment, classroom type or special education setting, class size, caseload size, and the number of instructional aides or paraeducators in the classroom.

Teacher Self-Efficacy Scale (TSES): Developed by Tschannen-Moran and Hoy (2001), explores three dimensions: classroom management, instruction, and student engagement.

Efficacy in classroom management: refers to teachers' capabilities in managing the classroom, dealing with student behaviors and organizing the classroom environment to make it conducive for students to learn.

Efficacy in instruction: refers to teachers' capabilities in delivering curriculum and content to student, and thereby ensuring student learning.

Efficacy in student engagement: refers to teachers' capabilities in sustaining the motivation and interest of students in learning (Tschannen-Moran and Hoy, 2001).

The TSES consists of 12 questions and utilizes a Likert-type scale. Three separate studies conducted by Tschannen-Moran & Hoy established the factor structure and validity of the TSES.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

Special education teachers, known as Education Instruction Specialists, deliver instruction and Individual Education Plan (IEP)-related services to students with disabilities. A unique set of knowledge and capabilities is needed for special education teachers to set and carry out goals for students with disabilities. The unique set of knowledge and abilities required to be successful in educating students with disabilities, taken with state and federal special education mandates in addition to the increasing number of students with disabilities, pose challenges to the performance of special education teachers.

Exploring special education teachers' beliefs about their efficacy using Bandura's framework will prove useful in studying teachers' assessment about the goals they set for themselves, the challenges they face, and the amount of effort they invest to achieve their goals (Bandura, 1997). Also, exploring special education teachers' self-efficacy is important especially in the context of what Brill and McCartney (2008) call the "revolving door" phenomenon in education. Teachers leave the profession for various reasons, creating a shortage that is alarming, especially in the field of special education.

Evidence from research shows the effect of administrative support on the self-efficacy of special education teachers and the outcome for students with disabilities (Balfour, 2001; Benz, Lindrom & Yovanoff, 2000; Embich, 2001; Ewy, 2007; Gersten, Keating, Yovanoff and Harniss, 2001). Levine (2006) recommended further research to identify supportive administrative behaviors which promote feelings of encouragement among teachers, leading to longevity in their special education teaching careers.

Working in Special Education

Special education encompasses specifically designed instruction and related services needed to meet the special needs of students who cannot be sufficiently served through modifying the regular curriculum. Individuals ranging in age from newborn through 22 years may receive special education services. In 2015-16 alone, 734,422 individuals within this age group received special education services in California (U.S. Department of Education, n.d.-a).

The reauthorized IDEA recognizes 13 disability categories for individuals who receive special education services, to include Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Intellectual Disability, Hearing Impairment, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech and Language Impairment, Traumatic Brain Injury, and Visual Impairments including Blindness (U.S. Department of Education, n.d.-a).

Students with disabilities are provided specially designed instruction in a variety of settings that allow them to learn with their peers in the least restrictive environment (LRE). These settings include day care settings, preschool, regular classrooms, classrooms that emphasize a specially designed instruction, the community, and the work environment (U.S. Department of Education, n.d.-a). Service options, also known as service delivery models, are implemented either with mainstreaming in the general education classroom, instruction in special day classrooms, or self-contained classes (U.S. Department of Education, n.d.-a).

Every student with a disability is educated based on the Individualized Education Plan (IEP). This written document outlines the current level of performance, academic goals, accommodations, modifications, and related services needed for the student to gain educational benefit in the least restrictive

environment and to maximize their learning (U.S. Department of Education, n.d.-b).

Brown, Howcroft, & Jacobs (2009) conducted a study of teachers for students with intellectual disabilities, which noted the demanding nature of special education. Findings indicated a significant positive relationship between teachers' ability to cope with job-related stress, peer support, and positive self-talk. Major (2012) noted high attrition rates, especially for teachers of behaviorally and emotionally disabled students, due to stress, job dissatisfaction, and low motivation. The study called for implementation of a job design that includes participatory empowerment, and which requires commitment from both school administrators, and special education teachers, in order to address factors associated with attrition. Gersten et al. (2001), clarified that quality job design for special education teachers includes structures and processes that result to successful accomplishment of their assigned tasks and responsibilities.

Bettini et al. (2016) noted that special education teachers experience unique pressures due to the complex roles they take in educating students with disabilities. These pressures include conflicts with scheduling, confusion over curriculum content, lack of acceptance by general educators, and an academic environment within which student skill sets fall far below grade level. Similarly, Weiss & Lloyd (2002) found that special education teachers in collaborative settings with general education teachers, experienced dissonance caused by the lack of congruence between their instructional roles depending on the setting. Weiss & Lloyd (2002) found that in the special education classroom, special education teachers focused on the explicit components of educational tasks. Teachers spent time in planning and delivering instruction and in managing the classroom. They applied their knowledge and training about specialized

instruction. In the collaborative setting, special education teachers simply performed monitoring of their students and were limited to actions meant to assist their special education students in general education classrooms. Gersten et al. (2001) noted that role conflict is one of the reasons why special education teachers decide to leave the profession.

Laws and Mandates for Educating Students with Disabilities

Numerous social reforms initiatives and legislation in America manifest priority for providing quality education for every child. Also, different interpretations of current laws both at the state and national level have continually advanced programs and services for students with disabilities.

Individuals with Disabilities Education Improvement Act (IDEA)

The 2004 reauthorization of IDEA mandated that special education teachers must be highly qualified which means holding a special education credential, in addition to holding a bachelor's degree, and demonstrating subject-matter competency (U.S. Department of Education-n.d.-c). The reauthorized IDEA holds schools and school districts accountable for serving students with disabilities (Ewy, 2007). The law requires that all schools receiving public funding provide special education programs and services to students with disabilities. IDEA also requires quality teacher preparation and training for all individuals working with children with disabilities. Four major special education requirements mandated by state and federal state laws include

1) Free Appropriate Public Education (FAPE), which requires schools, and local education agencies to provide appropriate educational services to students

with disabilities, at no expense to the parent (U.S. Department of Education, n.d.-a).

2) Least Restrictive Environment (LRE), where students with disabilities are guaranteed the right to be educated with their nondisabled peers to the maximum extent possible (U.S. Department of Education, n.d.-a).

3) Due Process, which ensures the right of parents to participate in all aspects of the education of their students with disabilities, and also provides the right for administrative hearing and complaint procedures, in case of disputes (U.S. Department of Education, n.d.-a).

4) Individualized Education Plan (IEP), which provides the right of a student with disability to an educational program designed to meet his/her needs based on adequate assessment by qualified personnel (U.S. Department of Education, n.d.-a).

The Every Student Succeeds Act (ESSA)

On December 10, 2015, Congress passed the Every Student Succeeds Act (ESSA), the statute that replaced the No Child Left Behind (NCLB) Act. This legislation spells out the need for all teachers, including special education teachers, to be highly qualified (U.S. Department of Education, n.d.-d).

The ESSA has brought participation in the general education curriculum for students with disabilities. Under ESSA, students with disabilities are required to take state tests and meet the same state standards as students enrolled in general education. ESSA also mandates annual assessment and research-based instruction by a qualified teacher in every classroom (U.S. Department of Education, n.d.-e).

Americans with Disabilities Act (ADA)

The Rehabilitation Act of 1973 also governs the education of students with disabilities. The Act includes section 504, which affirms the right of people with disabilities to programs and services receiving federal financial assistance. Just like the IDEA, Section 504 mandated that students with disabilities be provided free, appropriate public education (U.S. Department of Education, n.d.-a).

Roles of Special Education Teachers

Highly effective special education teachers play a vital role in the education of students with disabilities. A highly effective teacher can make the difference in the achievement of the maximum potentials by students with diverse needs and challenges. Also, teachers who have experience with research-based practices can serve as a valuable resource for the entire school (Allington, 2005; Fountas & Pinnell, 1996).

Fenlon (2008) pointed out that special education teachers "serve in what is undeniably the most complex of teaching roles" (p. 25). Bettini et al. (2016), examined the roles and actions of high school special educators. Their study hypothesized that working conditions of special education teachers, including classroom characteristics and administrative support, would be positively related to their efficacy, instructional quality, reading achievement and student behavioral outcomes. The use of the hybrid structural equation model in the Bettini et al. (2016) study did not support their hypotheses. Bettini et al. (2016) found no significant positive relationship between special education teachers' working conditions and their efficacy, instructional quality, reading achievement, or behavioral outcomes for students with learning disabilities.

The complex roles of teaching and providing services to students with disabilities influence the job performance of special education teachers. Fore, Martin, and Bender (2002) noted that special education teachers had been impacted by the evolving nature of special education, changing mandates around discipline and behavior intervention, and the increasing amount of paperwork required. These challenges, when not addressed early on, have been identified by research as causes for the "attrition" or burnout rate for special education (Bettini et al., 2016; Billingsley, 2005; Billingsley, 2007a; Boe, Cook & Sunderland, 2006; Brown, Howcroft, & Jacobs, 2009; Darling-Hammond, 2017; Ingersoll, 2002; Kaff, 2004; Major, 2012; Payne, 2005; Singh & Billingsley, 1996; Vannest et al., 2009).

According to Ingersoll (2002), 50% of special education teachers leave their jobs within 5 years. Half of those who make it past 5 years will leave within the next 5 years (Ingersoll, 2002). Academic problems occur for students with disabilities when there is failure to address issues, such as hiring and keeping highly qualified special education teachers (Vannest et al., 2009).

Importance of Self-efficacy

Self-efficacy studies in special education have addressed the ways that teachers face challenges and direct their actions. Evidence shows that teachers with strong efficacy beliefs are more innovative, persist through difficult tasks, and are more likely to make gains in terms of student learning (Brouwers & Tomic, 2003; Lazarus, 2006). Brouwers and Tomic (2003), wrote that self-efficacy is one of the essential characteristics of an effective teacher, and is strongly related to success in teaching.

Major studies reported that teachers with stronger self-efficacy persevere when working with struggling students (Gibson & Dembo, 1984); are less controlling of student behavior (Woolfolk et al.,1990); are enthusiastic about new

instructional strategies and approaches (Guskey, 1988; Ross, 1994); and are more likely to their work meaningful (Pines, 2002). Teachers with higher levels of efficacy are more conscientious in focusing on the performance and success of struggling students, innovative towards new ideas, and less likely to experience burnout (Brouwers & Tomic, 2003). Tschannen-Moran & Hoy (2001) suggested that teaching behaviors, as well as students' level of motivation and achievement, are influenced by teachers' efficacy beliefs.

Beliefs can affect both behavior and motivation as well as shape thoughts and actions in response to stressful situations (Bandura, 2006). In one of his critical publications, Human Agency in Social Cognitive Theory (1997), Bandura further stated:

> Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically. They also affect the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to them, how much effort they put forth in given endeavors, the outcomes they expect their efforts to produce, how long they persevere in the face of obstacles, their resilience to adversity, the quality of their emotional life and how much stress and depression they experience in coping with taxing environmental demands, and the life choices they make and the accomplishments they realize. (p. 309)

In support of Bandura's concept of self-efficacy, Tschannen-Moran and Hoy (2001) recommended "taking seriously the potency of efficacy beliefs to influence teacher motivation and persistence," (p. 803) to provide "greater protection and support for teachers" (p. 803). This recommendation implies encouraging exploration of school practices, including leadership action and administrative support, and teacher beliefs that strengthen or weaken special education teachers' efficacy.

Teacher Self-Efficacy in Special Education

Identifying constructs that strengthen self-efficacy and its impact on the education of students with disabilities is important. Voris (2011) recommended focusing on "a combination of the teaching setting and students' degree of disability" (p. 143) when measuring the effectiveness of special education teachers. This recommendation acknowledges the fact that self-efficacy judgments of special education teachers may increase or decrease based on the experiences and challenges they receive in instructing students who have varying degrees of disability and in different types of educational setting. Voris (2011) explained that students with less severe disabilities or mild to moderate disabilities are typically assigned to collaborative classes such as Resource Specialist Programs (RSP) and Special Day Classes (SDC). On the other hand, those with severe disabilities stay in classrooms where a single special education teacher assumes the responsibilities for instruction and delivery of other IEP-related services (Voris, 2011).

To understand special education teachers' quality and student outcomes, Kennedy (2010), recommended looking "beyond the teacher to the teaching situation itself: the school, the classroom, the teacher's schedule, and the teacher's resources" (pp. 591-592). Exploring special education teachers' self-efficacy also suggests looking at the internal or external challenges that they are facing in the performance of their job.

In their study involving special education teachers, Rodriguez, Saldana & Moreno (2012) explored the attitude of special education teachers and their perceived needs in relation to the education of children with Autism Spectrum Disorders (ASDs). The study employed logistic regression analysis to analyze interview data collected from 69 teachers. The study emphasized the importance of teachers' attitudes in predicting success in teaching and accounting for the

challenges that special education teachers encounter due to the severity and pervasiveness of ASDs. Positive expectations regarding the education of ASDs were noted among the respondents. Additionally, noted were the need for social support and information in order to effectively teach students with ASDs.

Viel-Ruma, Houchins, Jolivette, and Benson (2010) gathered data from secondary school teachers to understand the relationship between special education teachers' self-efficacy and job satisfaction. Their study reported a direct relationship between teacher self-efficacy and teachers' job satisfaction.

Measuring Teachers' Self-efficacy

Ruble and Thomas (1976) inquired into the sources of self-efficacy among teachers of students with autism. Results of the study indicated a significant relationship between teachers' self-efficacy and their psychological or emotional states. No associations between mastery experiences, verbal persuasion, vicarious experiences and self-efficacy were found.

Fuchs, Fuchs, and Bishop (1992) used the Gibson and Dembo (1984) Teacher Self-Efficacy Scale to collect teachers' assessment of general teaching efficacy. Results of the study showed personal efficacy to be significantly related to three specific areas: teachers trying different ways of teaching, teachers being organized and deliberate in instruction and actions, and teachers having confidence and enthusiasm about their teaching. The study emphasized the need for educators to continually seek information and instruction, and to examine their beliefs, their bases, and the effect of beliefs on their actions.

Building on Bandura's and Gibson and Dembo's teacher efficacy scale, Tschannen-Moran and Hoy (2001) developed the Teacher's' Sense of Efficacy (TSES) scale consisting of three dimensions: classroom management, instruction, and student engagement. The TSES highlights the importance of individual

assessments of teachers' competence in various tasks within the classroom setting and the balance between specificity and practical usefulness. It takes a broader look at teachers' self-efficacy judgments (Heneman, Kimball & Milanowski, 2006; Klassen, Bong, Usher, Chong, Huan, Wong, & Georgiou, 2009; Tschannen-Moran & Hoy, 2007). Guo, Dynia, Pelatti, and Justice (2014) used the TSES to explore the self-efficacy of early childhood special education teachers. The study found a high overall perception of efficacy among special education teachers. Additional outcomes included an association between greater gains in language and literacy among students with language impairment. Surprisingly, in classrooms where teachers had lower levels of self-efficacy, there were still high levels of instructional support.

Teacher Efficacy and Classroom Management

Classroom management involves creating and maintaining appropriate behavior of students in classroom settings to achieve intended educational outcomes for students. According to Marzano and Pickering (2003), well-managed classrooms provide an environment for effective teaching and learning.

Exploring teacher efficacy in classroom management involves asking questions regarding teachers' abilities to control disruptive behavior, calm students who are disruptive or noisy and get students to follow classroom rules (Tschannen-Moran & Hoy, 2001). Teachers who are effective in classroom management know how to handle misbehaving students and effectively organize classrooms to achieve learning and good performance for students with disabilities. Gibson and Dembo (1984) found that teachers with low self-efficacy were more critical of failing students and expressed impatience with students who struggled with problematic circumstances.

Special education teachers' efficacy has been noted by Ashton and Webb (1986) to be associated with skills in classroom management and organizational strategies. Teachers who have higher efficacy in classroom management indicated lower levels of burnout (Ruble, Usher & McGrew (2011a).

Seebeck (2016) conducted a quantitative study to determine the self-efficacy of high school special education teachers as a function of classroom management. Data were collected through the administration of the TSES to 30 special education teachers in an urban school district and were analyzed using correlational analysis method. Analysis of efficacy in classroom management focused on teachers' perception of their ability to manage their classroom, despite the varying disabilities and accommodations required of their students. The study reported no significant findings; outcomes were assumed to be negatively impacted by school culture, specifically, teachers' attitude towards surveys with voluntary participation required to be completed on personal time. Seebeck (2016) recommended further related studies with larger sample populations to obtain more significant data.

Teacher Efficacy and Instruction

Teachers' efficacy in instruction refers to teachers' capabilities in modifying instruction to meet the individual needs of their students (Seebeck, 2016). According to the TSES by Tschannen-Moran and Hoy (2001), exploring this dimension of teacher efficacy involves asking questions regarding teachers' abilities to implement alternative strategies, provide alternative explanation, and craft good questions for students both in general or special education settings.

Pajares (1992) noted that the relationship between efficacy, teacher behavior, and student achievement had attracted the interest of researchers. For instance, more researchers focused on teachers' efficacy and how it affects their

thoughts and feelings, actions, and persistence (Bandura, 1977). Allinder (1994) noted that teachers' beliefs about the difference they have made in the lives of students have a strong impact on student achievement (Tschannen-Moran & Barr, 2004). These data were supported by early research on efficacy reporting the positive correlations between teacher efficacy in instruction and student performance on standardized reading tests (McLaughlin & Berman, 1977) and standardized math tests (Ashton and Webb, 1986).

Combee (2014) noted the significant relationship between teacher instruction and student achievement. A significant and inverse relationship between teacher efficacy and instructional management through causality has not been established (Henson & Chambers, 2003). Caprara, Barbaranelli, Steca, and Malone (2006) reported that teachers' self-efficacy beliefs affect their students' learning, achievement, and motivation.

Teacher Efficacy and Student Engagement

Teacher efficacy in student engagement refers to teachers' perceptions of their ability to motivate or engage students in their school work (Seebeck, 2016). Specifically, Pines (2002) defined teachers' efficacy beliefs in student engagement as teachers' ability to provide support for learning for all students. Pines found that teachers with strong efficacy beliefs are likely to make lessons more meaningful and interesting for their students. This finding by Pines complemented the findings by Guskey (1988) and Ross (1994). Guskey (1988) wrote that teachers with high levels of efficacy are more receptive to innovative strategies of introducing instruction. Ross (1994) noted that teachers who are confident about their efficacy in student engagement are willing to try new instructional strategies. These teachers share a passion for instruction, which significantly affects their level of accomplishment in terms of student learning.

Ashton and Webb (1986) emphasized the importance of teacher efficacy in student engagement as an important component of learning. They found that teachers who have strong efficacy in student engagement also possess strong management and organizational skills. These teachers, know how to handle misbehaving students and organize classrooms that are both engaging, and conducive to learning (Ashton & Webb, 1986).

Student engagement is essential to the learning process. Klem & Connell (2004) noted that students who are engaged exert effort, manage their behavior, embrace challenges, and claim ownership of their learning. When students are engaged, they become more involved in the learning process, consequently developing critical and higher order thinking skills.

Garberoglio, Goble, and Cawthon (2012) collected data from 296 teachers from 80 deaf education settings in the U.S. The study reported that although teachers reported high overall efficacy beliefs, they reported lower efficacy beliefs in student engagement than in instructional strategies and classroom management. The outcomes of this research suggest a need for additional methods to support teachers in the development of their capabilities to engage students.

Skaalvik and Skaalvik (2007) conducted a study on special education teachers' efficacy and its influence on instructional practices and motivating styles. The study found that teachers' efficacy affects student motivation and academic achievement.

Summary

Self-efficacy studies, anchored on Bandura's social cognitive theory, have attributed the impact of special education teachers' beliefs on their motivation, persistence, and performance, as well as the behavioral and learning outcomes of their students. These characteristics hold true both in the regular classrooms and in

the special education setting. Studies have established the characteristics of teachers with higher levels of efficacy, contrasted with characteristics of those with lower levels of efficacy.

In measuring teacher efficacy, different measures have been used, although an emergent research standard utilized is the TSES (Tschannen-Moran & Hoy, 2001), due to its validity and reliability in exploring the three dimensions of teaching: classroom management, instruction, and student engagement. Findings from efficacy studies indicate the need to investigate deeper the role of special education teacher characteristics, resources, experiences, and conditions in shaping their job performance.

Administrative Support for Special Education

Coladarci and Breton (1997) noted that special education teachers perceived administrative support as a good predictor of teachers' efficacy. Administrative support is inclusive of offering emotional, instructional, management of the environment, and technical support (Balfour, 2001). Other types of support include time for collaboration and planning with general education teachers and other special education service providers, time for completing individualized education plans (IEP) and other special education paperwork, communicating with parents, and attending professional development opportunities (Balfour, 2001).

Special education teachers feel that administrators should be supporting them so that they develop the needed skills, knowledge, and confidence to set and achieve challenging goals for themselves and their students. Garberoglio et al. (2012) advocated for "administrator training and professional development across the board as opposed to a micro level focus on the teacher" (p. 381).

Combee (2014) noted that administrators who understand the needs of students with disabilities, IDEA, and the challenges faced by special education teachers are more equipped to provide appropriate support. Her quantitative study used the Administrative Support Survey developed by Balfour (2001) to collect data on special education administrative support, as well as the Teachers' Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Hoy (2001) to measure special education teachers' self-efficacy. Participants were 229 full-time teachers and 23 administrators from a rural school district in the Commonwealth of Virginia.

Combee (2014) explored answers to the following questions:

1) "Which building-level administrative support construct is the strongest predictor of teacher-self-efficacy?" (p. 11)

2) "What is the relationship between perception of building-level special education administrative support and self-efficacy among special education teachers?" (p. 11)

3) "How do special education teachers' perceptions of the support provided compare to their special education administrators' perceptions of the support they provided? "(p. 12)

The study by Combee (2014) revealed two important findings: 1) Emotional construct is found to be the most powerful predictor of self-efficacy; 2) Administrators rated their provision of support at a higher level than did special education teachers. In addition, Combee found that special education teachers not only rely on their special education administrators to provide emotional support, but also look to them for ways to increase their efficacy. These findings imply the need to enhance administrators' knowledge of special education, examination of school culture, and focus on professional development, and other factors which

may specifically relate to the self-efficacy and job satisfaction of special education teachers.

Ruble et al. (2011a) explored the efficacy of special education teachers of students with autism between 3-9 years old. The aim of the study was to provide evidence to understand issues such as teacher attrition and find ways to support teachers by decreasing teacher burnout and enhancing teacher retention. Findings showed that positive feedback from administrators directly correlates with teachers' self-efficacy. The study explained the need for school administrators to establish a relationship of trust with teachers.

Brownell and Pajares (1999) investigated teachers' perceptions of the support they receive from their principal and their success in instructing students with disabilities. Path analysis results showed teacher efficacy beliefs to have a direct effect on teachers' perceived success. The study called for a more careful investigation of the types of experiences and supports that teachers need to develop the confidence required to serve students with disabilities.

Types of Administrative Support

The type of support given to special education teachers plays an important role in their effectiveness (Balfour, 2001; Ewy, 2007; Roderick, 2011). Evidence from research has shown the impact of administrative support on the self-efficacy of special education teachers (Balfour, 2001; Benz et al., 2000; Ewy, 2007; Gersten et al., 2001). Since research shows a correlation between teacher efficacy and administrative support, school leadership impacts students indirectly; however, the effect is measurable and significant (Schulze, 2014).

The act of exploring support options for special education teachers highlights a need for leadership behaviors and actions that can bring about positive teacher outcomes. Boscardin (2005), explored the role of administration in

transforming secondary schools in a manner which supports inclusive, evidence-based practices. Boscardin identified four leadership behaviors that are supportive of special education teachers. These include setting clear priorities, employing knowledge-based problem-solving, encouraging instructional flexibility and maintaining strong collaboration among teachers. Guzman (1997) identified seven leadership behaviors that are helpful for special education teachers. These behaviors include open communication, active participation in IEP's, communication with parents of students with disabilities, consistent discipline policies and continuing personal development.

Littrell, Billingsley, and Cross (1994) in their study with elementary and secondary school principals identified four types of administrative support for special education teachers. These supports include emotional, instrumental, informational, and appraisal.

Similar to Littrell et al. (1994), Balfour (2001) identified valuable administrative actions and behaviors for special education teachers. Balfour developed and used the Administrative Support Survey; a survey tool consisting of 52 administrative actions and behaviors. These actions and behaviors were classified into four types of administrative support: emotional, instructional, managing of the environment, and technical. Balfour's study identified a lack of administrative support for special education teachers, and recommended further studies examining administrative behaviors and actions that are considered supportive by special education teachers. Subsequently, Ewy (2007) employed Balfour's four types of administrative support in her study involving administrators and special education teachers. Ewy (2007) reconfirmed Balfour's findings indicating that the need for the four types of administrative support. In addition, she found that special education teachers value receiving emotional

support from their administrators the most. This type of support is manifested by administrators who acknowledge and support teachers in front of parents. Special education teachers also value administrators who trust the judgment of teachers. However, Ewy (2007) questioned the ability of school administrators, particularly school principals, to effectively support special education teachers due to a lack of adequate skills and given the rigorous expectations of education programming for students with disabilities.

Emotional Support for Special Education Teachers

Emotional support refers to administrative actions or behaviors that is based upon feelings and emotions. This type of support is shown by administrators who maintain open communication, show appreciation and interest in special education teachers' work and ideas (Roderick, 2011).

Littrell et al. (1994) studied the role of emotional support provided by special education administrators for beginning special education teachers. Emotional support was evident when school leaders made teachers feel respected and trusted as professionals. This support was demonstrated in actions such as open communication, appreciation, interest in teachers' work, and consideration of their ideas and contribution.

In a study of 200 respondents, Roderick (2011) also employed the four types of administrative support originally developed by Balfour (2001). The respondents to the study were school-site administrators and special education teachers. Results confirmed the findings of Ewy (2007), reinforcing the fact that special education teachers rated emotional support as the most significant support factor. In contrast, administrators placed the highest value on the teachers' actions in the classroom. Roderick (2011) proposed that school districts need to develop

and practice leadership behaviors and actions classified in the emotional domain, as special education teachers perceive these actions as most valuable.

Exploring administrative support in the emotional domain, according to Balfour (2001), involves asking teachers to assess how administrators support their decisions in front of parents and other teachers. It also entails asking how teachers feel about the interest demonstrated by their special education administrators in the work they do, the difference that special education teachers make in the students' learning, their professional development, and professional problems and concerns. Other areas that should be explored under emotional support for special education teachers, according to Balfour (2001), include how much administrators provide genuine and specific feedback, show confidence in teachers' actions and decisions, discuss teachers' personal problems or concerns, listen and seek input on important issues in the school, recognize teachers for a job well done, and permit teachers to use their judgment.

Combee (2014) conducted a study of administrative support for special education teachers. The study revealed the significant correlation between the actual provision of emotional support from administrators and special education teachers' self-efficacy. Self-efficacy in instructional support correlated with instructional strategies, while self-efficacy in managing environment support correlated with student engagement. Data from the study by Combee (2014) can help administrators decide where to concentrate support during formal and informal interactions with teachers.

Instructional Support for Special Education Teachers

Administrators need to provide not just managerial, but also instructional support. Billingsley (2005) wrote that administrators who serve as instructional

leaders are make a great contribution to the effectiveness of schools. They must manage the intricacies of their responsibilities, and they must be prepared to tackle new, diverse issues related to accountability, collaboration between members of the IEP Team, and effective instruction for students with disabilities.

Instructional support refers to administrative support related to the action, or practice, of teaching. This support exists when administrators provide strategies for the improvement of instructional practices and classroom management. Littrell et al. (1994) noted this type of support as "informational." This is manifested by administrators who provide teachers with information and feedback that teachers can use to plan for professional development and growth.

Combee (2014) noted that teachers value administrators who provide them information to help them select appropriate instructional materials and improve their teaching. Instructional support for special education teachers also includes giving information and strategies for working with instructional aides and para professionals (Balfour, 2001). Balfour (2001) included 13 questions in the Administrative Support Survey to explore teachers' perceptions of instructional support provided by special education administrators.

Support in Managing the Environment for Special Education Teachers

Support in managing the environment refers to administrative actions and behaviors that is based upon the school's physical characteristics. This support, labeled instrumental support, by Littrell, Billingsley, and Cross (1994) was found to be an important characteristic of high performing schools. Administrators who provide teachers with the necessary materials, space, resources, who provide time for teaching and nonteaching duties and who help with managerial-type concerns are meeting teachers' need to manage their environment (Littrell et al., 1994).

Combee (2014) reported that teachers' beliefs in their capabilities for student engagement correlated with administrative support in managing the classroom environment. Administrators provide instrumental support when they provide teachers with the space they need to plan and deliver instruction (Combee, 2014).

According to Balfour (2001), administrators who provide support for managing the environment ensure that special education teachers have enough planning time, equipment, classroom space needed to teach and plan, funds to get needed supplies, and clerical assistance to schedule meetings and complete paperwork. In addition, Balfour noted that support for managing the environment is provided by administrators to special education teachers when they ensure that teachers have schedules arranged in a way to reduce the time spent on paperwork and meetings, in order for them to work with students for whom they are certified to teach. All these supports are provided to communicate to staff that special education teachers, just like regular education teachers, are important.

Technical Support for Special Education Teachers

Technical support refers to administrative supports that are based upon the specifics of the school. This support is also shown by administrators who ensure that teachers perform their job effectively. Littrell et al. (1994) referred to this type of support as "appraisal." This is manifested by administrators who provide regular and positive feedback so teachers can improve their practice and ensure compliance with guidelines in the performance of their job.

Roderick (2011) reported that special education administrators value providing feedback to special education teachers about IEP's and progress reports they write for students. Teachers also value administrators who are helping teachers comply with the mandates on the state and federal level (Roderick, 2011).

Exploring technical support provided by administrators to special education teachers, according to Balfour (2001), involves asking how much administrators provide reliable feedback about teachers' IEPs, progress reports written for students, and assessment conducted with students. Also, technical support from administrators can be provided, according to Balfour (2001), by helping special education teachers comply with the federal and state special education regulations, meet confidentiality requirements. In the ASS, Balfour (2001) included 11 questions to explore teachers' perceptions of the technical support provided by their special education administrators.

The Role of Administrative Support in Retaining Highly Effective Special Education Teachers

Research substantiates the impact of good teaching on student success including that of special education students (Billingsley, 2005). Thornton et al. (2007) proposed that students are more successful when taught by competent teachers. Increasing the effectiveness of special education teachers should be a priority for school and district leaders (Billingsley, 2007a).

Billingsley (2005) noted that school administrators are influential in creating conditions within the school organization that have an impact on various dimensions of school life, school climate, teacher roles, and resources. Boscardin (2005) noted that secondary school administrators have a powerful influence in terms of improving the performance of teachers and increasing the achievement of students, particularly students with disabilities. Highly skilled special education teachers help increase student achievement, however, retaining them has long been a problem for many school districts.

The maintenance of effective special education services has become an overwhelming challenge that building-level administrators face in leading their

learning communities (Thornton et al., 2007). Attrition and migration in the field of special education has been related to classroom conditions, teacher burnout, and lack of administrative support (Boe, Cook, & Sunderland, 2006); classroom concerns, administrative support for special education teachers, and individual issues (Kaff, 2004).

The US Bureau of Labor Statistics (2010) predicted an increase in student enrollment of 29% in 2010; increase in demand for teachers by 17-20% from 2008-2018, and the need for 81,900 special education teachers. Enrollment of special education students also increased at a rate almost three times greater than the overall student population (US Bureau of Labor Statistics, 2010). This creates a limited supply of qualified special education teachers (Darling-Hammond, 2017), and leads to a sharp increase in underprepared special education teachers. The shortage may even be compounded, considering the proportion of active teachers during the 2014 school year which are projected to retire in 2024 (Fong, Makkonen, and Jacquet, 2016). In California alone, some counties may have to face an 85.6% retirement in 2024. This state of affairs demands is the catalyst in finding solutions that support the retention of new special education teachers, as well as efforts to improve retention of those who are currently in the profession.

To retain highly effective special education teachers, administrators need to be aware of the different types of support they provide within the emotional, instructional, managing the environment, and technical frames. Site-level administrators need to create a school climate that is supportive of both the general education and the special education teachers. They need to recognize the different areas within the special education teachers' working conditions that they can alter, or improve, to support special education teachers. Balfour (2001) and Weiss and Lloyd, (2002) recommended further examination of support actions provided.

Chan, Lau, Nie, Lim, and Hogan (2008) reported the negative relationship between teachers' commitment and beliefs about the support provided by colleagues and administrators. Moreover, teachers' reflective dialogue and teaching experience were positively related. The conclusion confirms that teacher efficacy and identification with their school can mediate the relations between personal and organizational factors and teacher commitment. Teachers stated that when they do not receive support from their administrators, they have less commitment to the profession.

Gersten et al. (2001) explored the relationship between administrative support, teacher efficacy, and their intent to stay in the field of special education. Data were obtained from 887 special education teachers employed in three large urban school districts. The study identified stress due to working conditions as a leading factor in special education teachers' intent to leave the profession. However, teachers' perception about the support provided by their principal, or by other teachers in the school mediate the effect of stress. This speaks to the need for administrative support for special education teachers. The value of the research by Gersten et al. (2001) lies in its ability to emphasize the role of administrative support in relation to teachers' efficacy and decision to stay or leave the special education profession. Gersten et al. (2001) explained that administrators are capable of modifying many aspects of special education teachers' jobs to enhance their job performance. Administrators are influential in making decisions making special education teachers feel supported, consequently making them feel motivated to exert their best in educating students with disabilities.

Hackman and Oldham (1975) noted several factors in job design that administrators can modify to make work meaningful. For instance, when a job is designed such that it does not occur as merely a set of repeated actions, but is

something that has meaning and something that a person can relate to, it becomes an intrinsic source of motivation. In other words, work becomes motivating in itself, and not just a means to an end.

Wasburn-Moses (2005) wrote that schools and school districts could expect a positive outcome when building-level administrators demonstrate the specific leadership behaviors perceived by special education teachers as valued support. School districts, for instance, should see positive academic outcomes for all students, including those with disabilities, when school administrators provide emotional, management of the environment, instructional, technical, and other kinds of support to teachers. Billingsley (2005) and Gersten et al. (2001) reported that greater levels of administrative support were related to higher job satisfaction and lower levels of stress among special educators. Bandura (1997) identified the association between levels of stress and self-efficacy beliefs.

Gaps in Research about Administrative Support and Self-Efficacy of Special Education Teachers

Research has provided evidence about self-efficacy as an important quality of an effective teacher (Brouwers & Tomic, 2003; Lazarus, 2006), and that the development of teacher's self-efficacy has been strongly related to the support provided by their special education administrator (Otto & Arnold, 2005). Research has failed, however, to identify what constitutes quality administrative support and to what extent this supports impacts teachers' self-efficacy (Chan et al., 2008; Combee, 2014; Ewy, 2007; Garberoglio et al., 2011; Roderick, 2011; Ruble et al., 2011; Seebeck, 2011; Weiss & Lloyd, 2002).

The absence of quality administrative support has been noted as the main reason special education teachers experience burnout, stress, low motivation, low job satisfaction, and eventually decide to leave the profession (Balfour, 2001;

Bruton, 2002; Wald, 1998). Also, teachers perceived receiving minimal support from their administrators (Billingsley, 2007a; Otto & Arnold, 2005). Rather than merely confirming the lack of quality administrative support, research should endeavor to identify specific leadership actions and supports that can weaken or strengthen efficacy.

While school administrators are tasked to supervise school programs and services for special education to ensure compliance with federal, state and local laws, they are also expected to understand special education teacher's' role in educating students with disabilities (Otto & Arnold, 2005). In addition, special education administrators are in charge of providing quality support to develop special education teachers who are motivated to grow professionally and who strive to impact student achievement positively (Billingsley, 2005).

Past studies (Balfour, 2001; Chan et al., 2008; Combee, 2014; Ewy, 2007; Garberoglio et al., 2011; Roderick, 2011; Ruble et al., 2011; Seebeck, 2011; Weiss & Lloyd, 2002) identified the need for administrative support. They also found that what special education teachers value is different from what administrators value. Extending research on specific administrative strategies to enhance support for special education teachers and providing opportunities for greater special education teacher efficacy would result to stronger educational programs for students with disabilities (Thornton et al., 2007).

Chapter Summary

Research is consistent on certain facts: 1) teacher self-efficacy is the belief that teachers have about their capabilities as educators; 2) self-efficacy is an important teacher characteristic; 3) self-efficacy is strongly related to success in teaching; and (4) administrative support has an impact on the level of self-efficacy among special education teachers. Studies (Balfour, 2001; Coleman, 2001;

Combee, 2014; Embich, 2001; Gersten et al., 2001; Otto & Arnold, 2005; Thornton et al., 2007; Weiss, 2001) have shown the need for administrative support for special education teachers in the areas of classroom management, instruction, and student engagement. Despite the significant findings from these studies, relevant questions remain concerning what specific types of administrative behaviors, such as emotional, instructional, managing the environment, technical, and other types of administrative support including leadership behaviors or characteristics constitute quality support for special education teachers (Balfour, 2001; Coleman, 2001; Combee, 2014; Embich, 2001; Gersten et al., 2001; Otto & Arnold, 2005; Thornton et al., 2007; Weiss & Lloyd, 2002). Nir and Kranot (2006) further suggested the need to identify factors that increase self-efficacy.

Combee (2014) studied administrative support as a factor in the development of self-efficacy. The findings from Combee (2014) added to the literature on leadership, indicating that school districts with a similar makeup to those in her study may be able to use the resulting information to enact district-wide improvements. Weiss and Lloyd (2002) emphasized that administrative support is essential to the retention of highly qualified special education teachers. Similarly, Fore, Martin and Bender, (2002) noted that increased support might address teacher attrition, especially among special education teachers.

This study investigated the impact of administrative actions and behavior on special education teachers' capabilities in tackling the challenges presented by their teaching tasks. The current research project also added to the data validating the impact of factors such as teacher characteristics and classroom characteristics on special education teachers' efficacy judgments. More importantly, this study supported the tracking of special education teachers' efficacy as a means of providing appropriate support. School districts with demographics similar to the

study can draw from the presented empirical evidence to guide their decisions when designing and implementing programs meant to increase the efficacy of their special education teachers.

CHAPTER 3: METHODOLOGY

Purpose of the Study

This study focused on exploring special education teachers' beliefs about their efficacy in classroom management, instruction, and student engagement and how these beliefs relate to the emotional, instructional, managing the environment, and technical support provided by the special education administrators at their respective school site. This study explored how special education teacher characteristics such as years of teaching, certification, or credential, as well as classroom characteristics such as location or school site, type of special education setting, class size, caseload size, number of para educators, or instructional aides relate to their self-efficacy and beliefs about administrative support.

The immediate outcome of this study is to provide the basis for programs and actions directed toward the improvement of knowledge and abilities of special education teachers and special education administrators. The long-term outcome of this research is addressing the problem of teachers leaving the special education profession due to low self-efficacy and lack of quality administrative support. Quality support means fitness in meeting the intended purpose, goals, or objectives (Harvey & Green, 1993; Moss, 2002). Quality administrative support for special education teachers means support that is appropriate to special education teachers' needs and characteristics.

Research Questions

This study sought to understand special education teachers' self-efficacy beliefs and how these beliefs relate to the support provided by their school special education administrators. This study explored the relationships between teachers'

self-efficacy, teacher characteristics, and classroom characteristics. This inquiry was addressed through four questions as follows:

1. How do special education teachers rate their self-efficacy in classroom management, instruction, and student engagement?
2. How do special education teachers rate the emotional, instructional, managing the environment, and technical support provided by their school-site special education administrators?
3. What is the relationship between special education administrative support and special education teachers' self-efficacy?
4. What are the relationships between special education teacher characteristics (years of teaching, credential or certification), classroom characteristics (location or school site, class size, caseload size, special education setting, number of classroom aides, or paraeducators) and self-efficacy?

Research Design

This quantitative study focused on exploring teachers' beliefs about their efficacy in classroom management, instruction, and student engagement and how these dimensions relate to the four different types of administrative support: emotional, instructional, managing the environment, and technical. This study employed the survey research method to gather and analyze data regarding special education teachers' self-efficacy and administrative support. Tschannen-Moran and Hoy (2001) recommended giving importance to this data in order to support teachers. Data from this study added to empirical evidence regarding administrative support that strengthen or weaken teachers' efficacy beliefs.

Data for this study were collected through the administration of an online survey (see Appendix A). Two instruments, TSES, and Administrative Support

Survey were combined into one survey. The first part of the survey consisted of 12 questions contained in the short form of the TSES developed by Tschannen-Moran and Hoy (2001) that explored teachers' self-efficacy beliefs. The TSES explored the three dimensions of teacher efficacy: classroom management, instruction, and student engagement. The second part of the survey included 52 questions from the Administrative Support Survey developed by Balfour (2001), which included questions exploring teachers' beliefs regarding support received from their respective school-site special education administrators. Permission to use the TSES and the Administrative Support Survey for this study was granted by the original authors (see Appendices B & C).

The relationship between the three dimensions of self-efficacy and the four types of administrative support was tested using Analysis of Variance and regression analysis. These tests were conducted using the Statistical Program for the Social Sciences (SPSS) software. Figures and charts were also generated from the data set in Google Forms.

Additional questions were asked to gather data regarding respondents in terms of teacher characteristics and classroom characteristics. They were asked to identify their job location or school-site, special education credential, class setting or special education service delivery model, caseload size, class size, number of instructional aides, or paraeducators and number of years of teaching.

Data Gathering Procedure

The data for this study were collected through the administration of a three-part online survey to 161 special education teachers. The study population represented every special education teacher within a unified high school district serving a suburban population located in southern California. The district serves

24,000 students through its comprehensive sites for grades 9-12, trade school, in addition to career pathways and academies.

Participants were informed that it will take 15-20 minutes to reflect on their answers and complete the survey. Participants were assured of the confidentiality of their responses.

Before starting the survey, participants completed the Consent section, and then they were given access to Part 1, which asked 12 questions about teachers' efficacy, while Part 2 asked 52 questions about their beliefs about supports provided by their special education administrator. Part 3 of the survey asked information about teacher characteristics and classroom characteristics. Part 3 asked teachers to indicate location or school site, type of special education credential, type of special education setting or type of special education service delivery, caseload size, number of instructional aides or para educators in the classroom, and years of teaching in special education.

Before surveys were administered, the researcher secured approval from the appropriate Institutional Review Board (see Appendix D) and approval from the district superintendent of the surveyed district (see Appendix E) to administer the survey to special education teachers in the district. Once endorsed, a list of special education teachers and their contact information was solicited from the office of the district superintendent. Then, an email identifying the researcher, the purpose of this study, and the link to the online survey was sent to participants (see Appendix F). They were informed that the best incentive or benefit they can get from participating in this study was helping generate data that could inform schools and school districts about the support that they could provide to special education teachers for them to build their efficacy. As an additional incentive, all

participants who completed the survey were entered into a raffle for a $25 gift card. One special education teacher from each site was given a $25 gift card.

To increase the response rate, the researcher coordinated with one special education teacher for each of the eight school sites to assist in the administration and follow-up of survey completion. One week after sending the survey link via email, the researcher sent a reminder or follow-up email to all special education teachers (see Appendix G).

Data Analysis

This study was concerned with the self-efficacy of special education teachers in classroom management, instruction, and student engagement, as well as with the administrative support for special education teachers in the emotional, instructional, managing the environment, and technical scale. Data gathered from special education teachers were analyzed using correlation and regression analyses to test for relationships between the four types of administrative support and the three dimensions of teachers' self-efficacy.

This study also used simple descriptive methods to answer research questions 1, 2, and 4. Methodology included the use of frequency, mean, and standard deviation. The Multivariate Analysis of Variance (MANOVA) was used to answer research question 3. This method of analysis tested for the difference between two or more means. For this study, it helped to determine the effects or interactions between administrative support and the self-efficacy of special education teachers.

The dependent variables included in this study were overall self-efficacy, self-efficacy in classroom management, instruction, and student engagement. The independent variables were overall administrative support, emotional, instructional, managing the environment, and technical support. The use of

MANOVA assumes that all the self-efficacy dimensions were affected by the different types of administrative support. This study assumed that different site, or school level actions and behavior differentially impacted self-efficacy of teachers. Despite consistent district policies, individual leadership actions and behaviors by school-site special education administrators interact with both teacher and classroom characteristics, resulting in variable effects on teachers' judgment of their efficacy.

The primary objective in using the MANOVA for this study was to determine if the dependent variables (self-efficacy in classroom management, instruction, and student engagement), were altered by the manipulation of the independent variables. The significance of the overall multivariate test was used in making conclusions whether the effect of administrative support on teachers' self-efficacy is significant.

Results of the MANOVA test are presented to show the main effect or overall effect of administrative support on the overall efficacy of special education teachers. Results of the MANOVA showing the different interactions among the types of administrative support and the dimensions of self-efficacy is also presented in chapter 4, and discussed in chapter 5.

Participants

The participants of this study were special education teachers providing educational services to high school special education students enrolled in the eight comprehensive high schools of a suburban, unified high school district located in southern California. This school district serves approximately 24,000 students through its eight comprehensive high schools, one trade school and two continuation schools.

Special education teachers, in this study, were teachers with credentials to instruct students with disabilities in the public high school setting. Not included in this study were special education professionals in day schools, residential facilities, hospitals, and homebound instruction. The total number of participants and the breakdown per school site are shown in Table 1.

Table 1

Participants- Distribution Per School Site Assignment

School/Site	No. of Special Education Teachers
School A	18
School B	22
School C	26
School D	21
School E	11
School F	26
School G	20
School H	17
Total No. of Special Education Teachers in the District	161

Instruments

Two tools were used to gather quantitative data for this research: TSES (Moran & Hoy, 2001) and Administrative Support Survey (Balfour, 2001). Data regarding special education teachers' self-efficacy were collected from respondents using the TSES developed by Tschannen-Moran and Hoy (2001), a widely used and accepted instrument for measuring self-efficacy among teachers.

Data regarding administrative support for special education were collected using the Administrative Support Survey developed by Balfour (2001).

Teacher's Sense of Efficacy Scale (TSES) Survey

Acceptance and broad scale use of the TSES is mainly due to its construct validity and reliability. The 12-item scale sought to determine teachers' efficacy in classroom management, efficacy in instruction, and efficacy in student engagement.

To determine efficacy in classroom management, efficacy in instruction, and efficacy in student engagement, subscale scores containing four questions were derived from computing the unweighted means of the items that load on each factor. Table 2 shows the groupings of questions loaded into each of the efficacy subscales.

Table 2

Scoring for TSES

Area of Efficacy	Questions
Efficacy in Classroom Management	1, 6, 7, 8
Efficacy in Instruction	5, 9, 10, 12
Efficacy in Student Engagement	2, 3, 4, 11

Administrative Support Survey

The Administrative Support Survey, developed by Balfour (2001), includes four subscales: emotional, instructional, managing the environment, and technical. The survey utilizes closed-response questions where special education teachers rated the amount of support they received from their special education administrator. The groupings consist of questions loaded as shown in Table 3.

Table 3

Scoring for Administrative Support Survey

Type of Administrative Support	Questions
Emotional	1,2, 3, 8, 9, 10, 12, 13, 15, 22, 24, 30, 31, 41, 51, 52
Instructional	4, 5,11, 14, 16, 17,18,19, 40,43, 45,47,48
Managing the Environment	7, ,21,25,32,34, 35, 36, 37, 38, 42, 44, 49
Technical	6, 20,23, 26, 27, 28, 29, 33, 39, 46, 50

Limitations of the Study

This study was not an attempt to measure the validity and reliability of the TSES and the Administrative Support, nor to develop a new measure of special education teachers' self-efficacy beliefs and beliefs about administrative support. Rather, this study explored the beliefs of special education teachers, from eight high schools within a school district serving a sub-urban population, regarding their efficacy and how it relates to the support they receive from their administrators using two widely accepted measures, the TSES, and the Administrative Support Survey.

In light of Bandura's recommendations regarding the measurement of self-efficacy, findings from this study are valuable for identifying administrative support, in terms of actions and behaviors that may have an impact on the self-efficacy of special education teachers. Findings of this study may include significant deviations in data, due to characteristics specific to the teachers and school district studied. Therefore, the similarity or the difference of the district being surveyed should be taken into consideration when making generalizations regarding self-efficacy beliefs for special education teachers.

CHAPTER 4: RESULTS

Introduction

This study explored special education teachers' assessment of their efficacy in classroom management, instruction, and student engagement; their assessment of the level of support provided by their respective school-site special education administrators; and the relationship between efficacy and administrative support, teacher characteristics, and classroom characteristics. Data gathered for this research were from the administration of the TSES and the Administrative Support Survey. These tools were adapted with permission from the authors and were combined into a single survey, then administered to 161 special education teachers. The teacher population included individuals credentialed to teach students with disabilities in the eight comprehensive high schools of a unified high school district serving a sub-urban population, north of Los Angeles, California.

With the approval of the IRB and the school district superintendent, an invitation to complete the survey was sent to participants. A follow-up letter was sent a week later to encourage more survey participation. The survey yielded 100 complete results from the 161 special education teachers who received the invitation. This is a return rate of 62.11% for the survey.

Design of the Study

This quantitative study explored teacher efficacy, administrative support for special education teachers, teacher characteristics, and classroom characteristics. The dependent variables in this study are efficacy in classroom management, instruction, and student engagement. These three dimensions of efficacy were rated by the respondents using a scale of 1-9, with 1 as the minimum score, meaning 'Not a Bit,' and 9 as the maximum score, meaning 'A Great Deal.' The

independent variable in this study is administrative support, which is categorized into emotional, instructional, managing the environment, and technical. These four types of administrative support were rated using a scale of 1-10, where 1 is the minimum score, and 10 is the maximum score. In this case, 1 means 'No Provision' and 10 means 'Maximum Provision'. To run a MANOVA, data for administrative support was grouped into three categories such as low (1-3 rating), medium (4-7 rating), and high (8-10 rating). Survey responses for Part 1 (Efficacy), Part 2 (Administrative Support), and Part 3 (Teacher and Classroom Characteristics) of the survey were inputted in the SPSS software to run tests and analyses needed to answer the four research questions posed by this study.

Research Questions

Data gathered in this research study were set to answer each of the following research questions:

1. How do special education teachers rate their self-efficacy in classroom management, instruction, and student engagement?
2. How do special education teachers rate the emotional, instructional, managing the environment, and technical support provided by their school-site special education administrators?
3. What is the relationship between special education administrative support and special education teachers' self-efficacy?
4. What are the relationships between special education teacher characteristics (years of teaching, credential or certification), classroom characteristics (location or school site, class size, caseload size, special education setting, number of classroom aides, or paraeducators) and self-efficacy?

Data Analysis

The mean of each of the 12 efficacy questions was calculated. Then using the mean for each question, the mean of each subscale, and the overall mean were calculated. The same process was done to compute the mean of overall administrative support and administrative support in the emotional, instructional, managing the environment, and technical subscales.

To explore the relationship between efficacy and administrative support, the mean of the efficacy subscales and the mean of the administrative support subscales were inputted into SPSS. This information extracted descriptive statistics and data regarding the presence of relationships between the dependent variables and the independent variable using correlation and regression analyses.

Aside from collecting data regarding special education teachers' rating of their efficacy and the support provided by their school-site special education administrators, the three-part online survey also elicited information about teacher characteristics. Demographic information collected through the survey included years of teaching, type of special education credential, school site, type of special education service delivery, or setting, class size, caseload size and number of instructional aides or para-educator in the classroom. This demographic information is presented in the first section of this chapter. The second section presents the data used to answer the four research questions posed in this study. Chapter 5 presents the discussion of findings, limitations, conclusion, implications, and recommendations for future research.

Survey Results: Profile of Participants

This section presents the profile of participants in this research. There was a total of 100 participants out of the sampling universe including a total of 161 special education teachers within the surveyed district who self-elected to

participate in this study; most of the sites had a participation rate of 50% or higher. The highest participation rate was from School D (100%) while the lowest participation rate by school site was represented by School C (46%). Table 4 and Figure 1 show the distribution of participants by school site and the percentage based on district population by school-site.

Table 4

Distribution of Participants: Sample vs. District

School Site	Observed	Sample	Expected	District
School A	10	10%	18	11%
School B	10	10%	22	14%
School C	12	12%	26	16%
School D	21	21%	21	13%
School E	8	8%	11	7%
School F	19	19%	26	16%
School G	12	12%	20	12%
School H	8	8%	17	11%
Total	100		161	

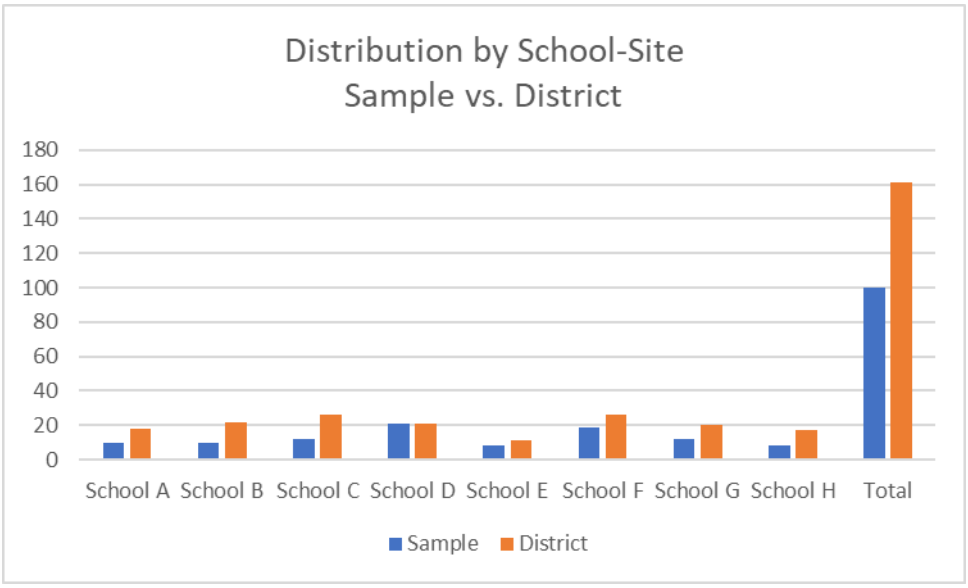

Figure 1. Distribution of participants by school site in comparison with district population.

The confidence level for the sample size and population of this study is at 95%, with a confidence interval, or margin of error at 5.87%. By class setting, or special education service delivery, participants were mostly teachers in the special day class-academic setting, followed by teachers in the resource specialist program. Most of the groups had a participation rate of 50% or higher, except for the Severe Developmentally Disabled (SDD), which was associated with a 29% participation rate. This relatively low participation rate was taken into consideration when interpreting data for teachers in the SDD setting. Table 5 and Figure 2 show the distribution of participants in comparison with expected district population based on class setting. Goodness of fit for each sub group is discussed in the limitation section of this chapter.

The majority of the participants in this study are special education teachers who have credentials to teach students with mild to moderate disabilities, and teachers who have credentials to teach students with moderate to severe disabilities. In practice, these teachers are assigned to teach in the RSP and SDC-A classrooms (see Table 5 and Figure 2). These classroom characteristics must be taken into consideration when interpreting data and making conclusions about self-reported efficacy of special education teachers.Table 6 and Figure 3 show the distribution of participants by type of special education teaching credential based on the sample and district population.

The majority of teachers-participants in this study had over 5 years of experience in providing instruction to students with disabilities. This fact implies that the teachers have decided to stay in the district, as well as persist in the special education teaching profession. Therefore, these teachers have collectively accumulated years of experience in classroom management, instruction, and engagement of students with disabilities. Bandura (1997) emphasized that self-

Table 5

Distribution of Participants by Special Education Setting

Setting	Sample	Sample	District	District
SDC A	35	35%	53	33%
SDC B	8	8%	14	9%
RSP	23	23%	40	25%
TMH	8	8%	16	10%
SDD	4	4%	12	7%
PreVoc	10	10%	14	9%
Other	12	12%	12	7%

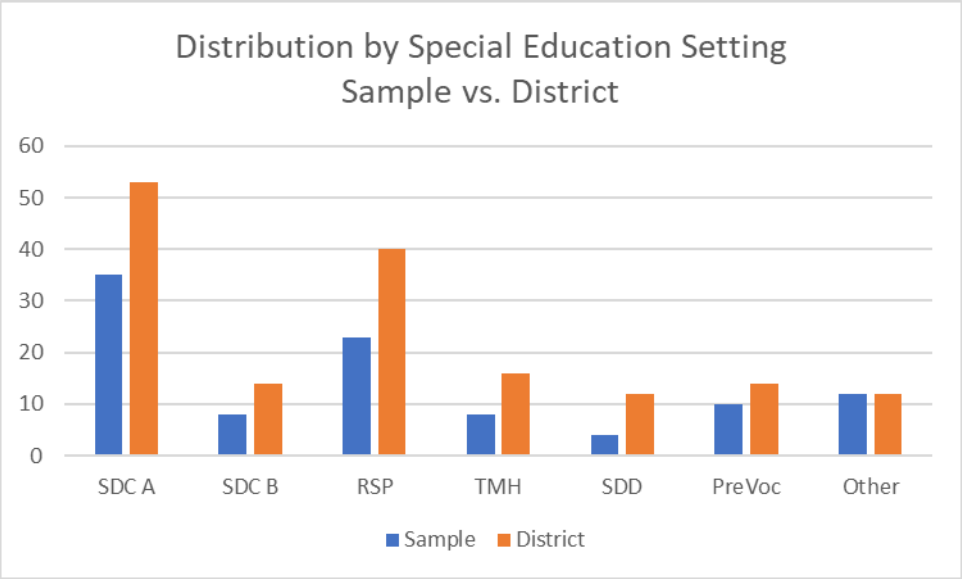

Figure 2. Distribution of participants by special education setting in comparison with district population.

Table 6

Distribution of Participants by Type of Credential

Type of Credential	Sample	Sample	District	District
Mild to Moderate	60	60%	106	65%
Moderate to Severe	37	37%	53	33%
Other	3	3%	2	1%
Total	100		161	

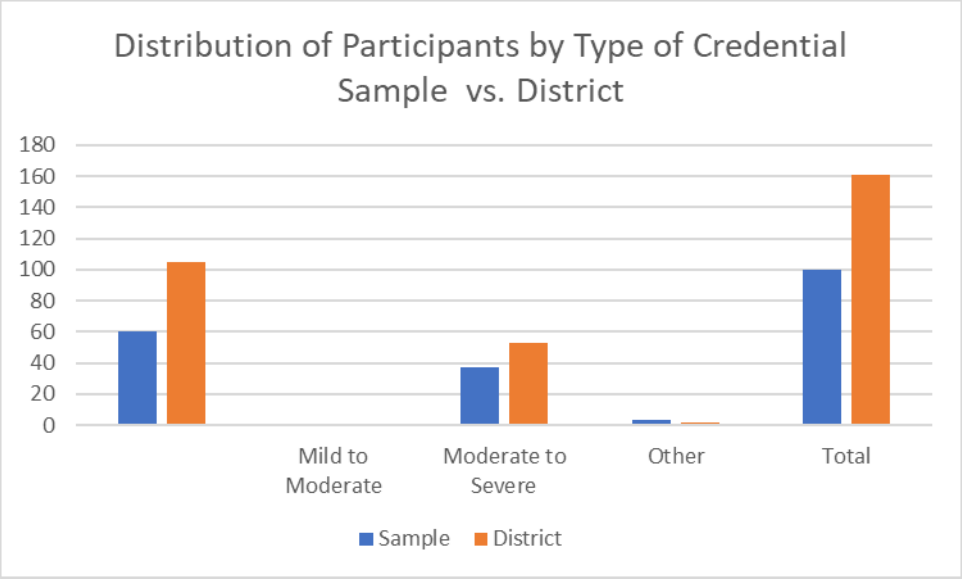

Figure 3. Distribution of participants by type of teaching credential.

efficacy judgments are impacted by personal mastery, as well as experiences of success or failure in performing a certain task. Therefore, the years of teaching experience accumulated by teachers participating in this study might have had an impact on their self-efficacy judgments, and were taken into consideration in the discussion of findings. Also, the limited number of new special education teachers-participants in this study were also noted in the discussion of the findings. Table 7 shows the distribution of participants by years of teaching.

Table 7

Distribution of Participant by Years of Teaching

Years of Teaching	Sample	Percent
0-2 Years	4	4
3-5 years	11	11
6-10 years	23	23
11-15 years	27	27
16-20 years	23	23
21 years and over	12	12

Based on caseload size, about a third of the participants in this research are in each category. Table 8 shows the distribution of respondents by caseload size.

Table 8

Distribution of Participant by Caseload Size

Caseload Size	*N*	Percent
5-10	25	25
11-20	37	37
21-30	33	33
Other	5	5

Most of the participants of this study have class sizes of 5-10 and 11-20 special education students in the classroom. “Other” refers to special education teachers whose assignment is flexible and does not have a consistent number of students in their caseload. Table 9 shows the distribution of participants of this study by class size.

Table 9

Distribution of Participants by Class Size

Class Size	*N*	Percent
5-10	39	39
11-20	39	39
21-30	18	18
Other	4	4

Roughly 2/3 of the participants in this study have 1 paraeducator, with the other 1/3 having 2-4 instructional aides, or paraeducators in the classroom. Table 10 shows this distribution. “Other” refers to special education teachers whose assignment is flexible and does not have a consistent number of students in their classroom.

Table 10

Distribution of Participants by Number of Paraeducators

Number of Para-educators	*N*	Percent
1	64	64
2-4	35	35
5 or more	1	1

In summary, 85% of the participants of this study were long term high school special education teachers with extensive experience in the profession. They had decided to stay in the district for over 5 years, and had accumulated experiences in classroom management, instruction, and engagement of students with disabilities. Except for School D, SDD teachers, teachers with 'Other' credentials, and teachers with less than 5 years of teaching experience, participants were fairly distributed and were representative of each of the categories used in this study pertaining to teacher and classroom characteristics. These data were noted in Chapter 5, under the discussion of findings regarding the self-efficacy beliefs and beliefs of administrative support of special education teachers.

Survey Results: Presentation of Data

This section presents the survey results that were used to answer the four research questions posed for this study. Data are presented using tables and figures showing descriptive statistics and results of correlation and regression analyses.

Research Question 1. How do special education teachers rate their self-efficacy in classroom management, instruction, and student engagement? Part 1 of the online survey administered to participants asked them to rate their efficacy based on a 9-point scale, where 1 means 'Nothing' and 9 means 'A Great Deal'.

Item analysis for the 12 efficacy questions showed that special education teachers indicated higher efficacy in providing alternative explanation when students are confused (8.17 mean score), followed by efficacy in crafting good questions for students (7.90 mean score), efficacy in implementing a variety of teaching strategies in the classroom (7.84 mean score), and efficacy in using a variety of assessment strategies (7.84 mean score). The lowest mean score pertained to special education teachers' efficacy in motivating students who show low interest in school (6.5 mean score). Table 11 shows that efficacy scores have a

standard deviation range of 1.01 to 1.97, which means that ratings were more clustered towards the mean of 7.36. Table 11 also shows the descriptive statistics for the 12 efficacy questions.

Self-efficacy scores were analyzed by classroom management, instruction, and student engagement. Table 12 contains these results. Overall Efficacy has the highest mean of 7.36, with a standard deviation of 0.997. Instruction has a mean of 6.35 and standard deviation of 0.825. Classroom Management and Student Engagement had the lowest mean scores. Classroom Management had a mean of 5.89 and standard deviation of 0.661. Student engagement had a mean of 5.43 and standard deviation of 1.188. This means that teachers rated their efficacy in all three dimensions of efficacy at the "Some Influence" level, with a slightly higher rating for instructional efficacy.

A correlation analysis was completed to understand the relationship between Overall Efficacy and the three other constructs that are involved with Overall Efficacy. The full correlation matrix is included in Table 13. The null hypothesis is that the correlation between two variables is 0 (Ho: $\rho = 0$) and the alternative hypothesis is that they are not equal to 0 (Ha: $\rho \neq 0$). Student Engagement has the highest correlation with r = .887 (see Figure 4). Instruction has the next to highest with r=.796 and Classroom Management was very similar with r = .744. All three constructs that comprise Overall Efficacy had very high positive correlations with Overall Efficacy and all were statistically significant at the $\alpha = 0.01$ level of significance. This indicates a direct, positive correlation so that an increase in efficacy in any of the three efficacy dimensions will increase in overall efficacy.

Table 11

TSES Descriptive Statistics

Questions	Minimum	Maximum	Mean	Std. Deviation
1. How much can you do to control disruptive behavior in the classroom?	3.00	9.00	7.3300	1.40745
2. How much can you do to motivate students who show low interest in school work?	1.00	9.00	6.5300	1.97691
3. How much can you do to get students to believe they can do well in school work?	1.00	9.00	7.0909	1.65425
4. How much can you do to help your students value learning?	1.00	9.00	6.9000	1.76097
5. To what extent can you craft good questions for your students?	3.00	9.00	7.9000	1.21023
6. How much can you do to get children to follow classroom rules?	2.00	9.00	7.3600	1.27541
7. How much can you do to calm a student who is disruptive or noisy?	3.00	9.00	7.2500	1.20918
8. How well can you establish a classroom management system with each group of students?	3.00	9.00	7.5200	1.27509
9. To what extent can you use a variety of assessment strategies?	2.00	9.00	7.8400	1.44753
10. To what extent can you provide an alternative explanation or example when students are confused?	5.00	9.00	8.1700	1.01559
11. How much can you assist families in helping their children do well in school?	3.00	9.00	6.6200	1.75683
12. How well can you implement alternative teaching strategies in your classroom?	3.00	9.00	7.8400	1.22862

Table 12

Self-Efficacy Descriptive Statistics

Overall Efficacy by Construct	Mean	Std. Deviation
Instruction	6.3500	.82505
Student Engagement	5.4250	1.18759
Classroom Management	5.8890	.66072
Overall Efficacy	7.3630	.99693

Table 13

Overall Efficacy Correlation Matrix

	Correlations	Instruction	Student Engagement	Classroom Management	Overall Efficacy
Instruction	Pearson Correlation	1	.548**	.523**	.796**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
Student Engagement	Pearson Correlation	.548**	1	.495**	.887**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
Classroom Management	Pearson Correlation	.523**	.495**	1	.744**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Overall Efficacy	Pearson Correlation	.796**	.887**	.744**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

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

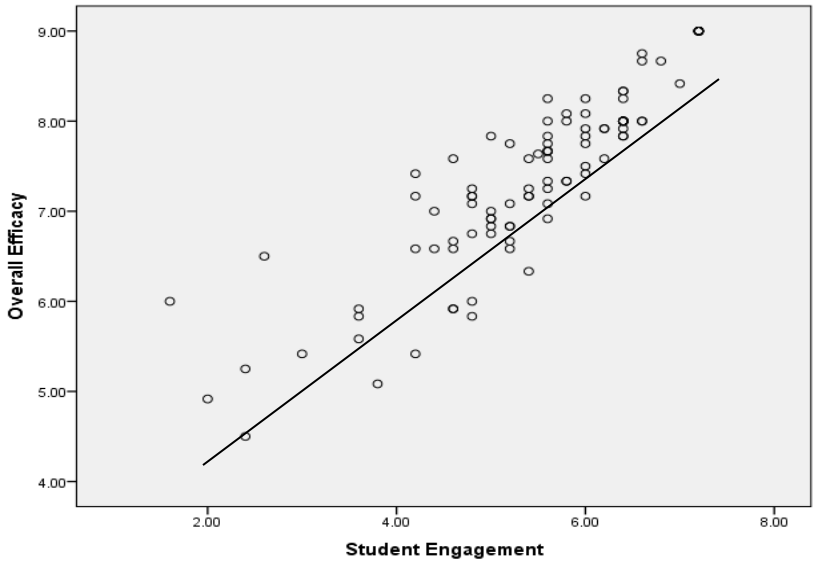

Figure 4. Scatterplot of student engagement and overall efficacy.

The answer to Research Question 1 is that special education teachers indicated a high overall rating of their efficacy. On a scale of 1 to 9, special education teachers in this study rated their overall efficacy at 7.36, indicating their belief that they have "Quite a Bit of Influence" in teaching students with disabilities. In addition, teachers rated their efficacy highest in instruction (6.35 mean), higher in classroom management (5.88 mean), and high in student engagement (5.42 mean).

Research Question 2. How do special education teachers rate the emotional, instructional, managing the environment, and technical support provided by their school-site special education administrators? Part 2 of the survey asked participants to rate the support provided by their school special education administrator. Participants rated administrative support using a 10-point scale, where 1 means 'Nothing' or 'No Provision', and 10 means 'Maximum Provision'.

Item analysis for the 52 administrative support questions showed that the highest mean is for keeping teachers informed of district events (6.37). The three

items under administrative support that were given low rating are helping write lesson plans (3.44), providing reliable input for progress reports that special education teachers write for their students (4.17), and ensuring that teachers have enough planning time (4.28 mean). Descriptive statistics for each item in the Administrative Support Survey are included in Appendix H.

The overall mean for administrative support was computed based on the mean of the items that load into each type. Overall administrative support was comprised of Emotional, Instructional, Managing the Environment, and Technical subscales. The standard deviation for administrative support ranged from 2.5 to 3.0, which means that responses were more spread out, or less clustered. Overall Administrative Support had a mean score of 5.18 with a standard deviation of 2.27. Emotional had the highest mean score of 5.50 with a standard deviation of 2.37. Managing the Environment had the next to highest mean score of 4.97 and a standard deviation of 2.03. Technical and Instructional were also included in Overall Administrative Support. Technical had a mean of 4.74 and standard deviation of 2.26. Instructional had a mean of 4.32 and standard deviation of 2.27. Table 14 contains these results.

Table 14

Descriptive Analysis for Overall Administrative Support

Type of Support	Mean	Std. Deviation
Emotional	5.5005	2.36692
Instructional	4.3193	2.26638
Technical	4.7363	2.26451
Management of the Environment	4.9693	2.02678
Overall Admin Support	5.1835	2.26868

A correlation analysis was executed in SPSS to determine which of the four types of administrative support had a significant linear relationship with Overall Administrative Support. The null hypothesis is that the correlation between two variables is 0 (Ho: $\rho = 0$) and the alternative hypothesis is that they are not equal to 0 (Ha: $\rho \neq 0$). Full results are included in Table 15 and the distribution illustrated in Figure 5. All four constructs that comprise Overall Administrative Support had very high positive correlations with administrative support and all were statistically significant at the $\alpha = 0.01$ level of significance. Technical had the highest correlation with r = .969 (see Figure 5), with Emotional having a close second (r = .963). Instructional had a correlation of .957, and Managing the Environment had a correlation of .937.

Table 15

Overall Administrative Support Correlations

Correlations		Emotional	Instructional	Technical	Managing the Environment	Overall Admin Support
Emotional	Pearson Correlation	1	.888**	.901**	.879**	.963**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	100	100	100	100	100
Instructional	Pearson Correlation	.888**	1	.923**	.842**	.957**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	100	100	100	100	100
Technical	Pearson Correlation	.901**	.923**	1	.893**	.969**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	100	100	100	100	100
Managing the Environment	Pearson Correlation	.879**	.842**	.893**	1	.937**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	100	100	100	100	100
Overall Admin Support	Pearson Correlation	.963**	.957**	.969**	.937**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	100	100	100	100	100

**Correlation is significant at the 0.01 level (2-tailed)

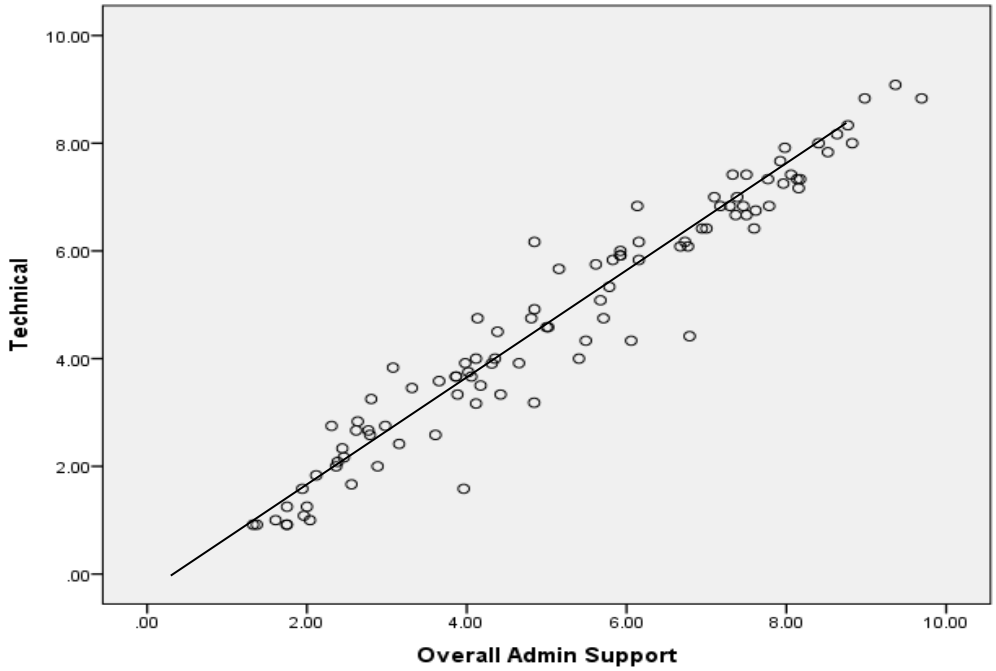

Figure 5. Scatterplot of technical and overall administrative support.

The answer to Research Question 2 is that special education teachers rated the support provided by their school-site special education administrator at a moderate level. On a scale of 1 to 10, administrative support was rated at a mean of 5.18. Among support types, teachers indicated that they received mostly emotional support (5.50 mean), followed by support in managing the environment (4.96 mean), technical support (4.73 mean), and finally, instructional support (4.31 mean) from their special education administrators.

Research Question 3. What is the relationship between special education administrative support and special education teachers' self-efficacy? Special education administrative support is comprised of Emotional, Instructional, Managing the Environment, and Technical subscales. Each construct was converted to a categorical variable for the purpose of executing a MANOVA with Overall Efficacy, Classroom Management, Instruction, and Student Engagement

as dependent variables. The independent categorical variables were computed using values from 1 to 4 as low, 4 to 6 as medium, and 6 to 10 as high. The results are included in Table 16.

The dependent variables for the MANOVA were Overall Efficacy, Classroom Management, Instruction, and Student Engagement. The independent variables were Overall Administrative Support and the four types of support that are included in it: Emotional, Instructional, Managing the Environment, and Technical. The null hypothesis for each combination of independent and dependent variable is that all group means are equal (Ho: $\mu 1 = \mu 2 = \mu 3$). The alternative hypothesis is that at least one group mean is not equal (Ha: at least one μ is not equal).

The MANOVA data in Table 16 outlines the detailed results. The F-test statistics and corresponding p-values are all above the predetermined level of significance ($\alpha = .05$). Therefore, each null hypothesis is retained. In conclusion, different levels (low, medium, high) of Administrative Support and each related comprising constructs do not have a significant effect on special education teachers' self-reported efficacy scores. This is contrary to the findings presented in literature reviewed for this study which seemed to establish the impact of administrative support on special education teachers' self-efficacy. The discussion of this deviation is presented, along with theoretical, and practical applications of this finding in chapter 5.

Using Table 16, observed power was calculated for each combination of independent treatment effect and dependent variable. Results ranged from 0.061 to 0.353, post hoc p-value, indicating that the test had a relatively low power to detect significant relationships, given the study's sample size. Chapter 5 discusses this limitation and its implications on future studies.

Table 16

MANOVA Table for Factors Effecting Self-Efficacy

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[e]
Corrected Model	Instruction	5.826[a]	10	.583	.842	.590	.086	8.422	.414
	Student Engagement	9.513[b]	10	.951	.651	.766	.068	6.507	.317
	Classroom Management	4.078[c]	10	.408	.927	.512	.094	9.274	.457
	Overall Efficacy	8.305[d]	10	.831	.821	.610	.084	8.205	.403
Intercept	Instruction	2414.609	1	2414.609	3490.678	.000	.975	3490.678	1.000
	Student Engagement	1816.122	1	1816.122	1242.251	.000	.933	1242.251	1.000
	Classroom Management	2072.453	1	2072.453	4712.594	.000	.981	4712.594	1.000
	Overall Efficacy	3276.404	1	3276.404	3236.866	.000	.973	3236.866	1.000
EmotionalCAT	Instruction	.319	2	.160	.231	.794	.005	.462	.085
	Student Engagement	1.540	2	.770	.527	.592	.012	1.053	.134
	Classroom Management	.564	2	.282	.641	.529	.014	1.281	.154
	Overall Efficacy	1.127	2	.563	.557	.575	.012	1.113	.140
InstructionalCAT	Instruction	.864	2	.432	.625	.538	.014	1.249	.151
	Student Engagement	1.640	2	.820	.561	.573	.012	1.122	.140
	Classroom Management	.880	2	.440	1.001	.372	.022	2.001	.219
	Overall Efficacy	.071	2	.035	.035	.966	.001	.070	.055
TechnicalCAT	Instruction	.368	2	.184	.266	.767	.006	.532	.091
	Student Engagement	3.997	2	1.999	1.367	.260	.030	2.734	.287
	Classroom Management	.063	2	.032	.072	.930	.002	.144	.061
	Overall Efficacy	1.230	2	.615	.607	.547	.013	1.215	.148
ManagingEnvironCAT	Instruction	2.383	2	1.192	1.723	.184	.037	3.446	.353
	Student Engagement	1.355	2	.678	.463	.631	.010	.927	.124
	Classroom Management	.847	2	.423	.963	.386	.021	1.926	.212
	Overall Efficacy	2.318	2	1.159	1.145	.323	.025	2.290	.246
OverallAdminSptCAT	Instruction	.742	2	.371	.536	.587	.012	1.072	.136
	Student Engagement	3.710	2	1.855	1.269	.286	.028	2.538	.269
	Classroom Management	.234	2	.117	.266	.767	.006	.532	.091
	Overall Efficacy	1.861	2	.931	.919	.403	.020	1.839	.204
Error	Instruction	61.564	89	.692					
	Student Engagement	130.114	89	1.462					
	Classroom Management	39.139	89	.440					
	Overall Efficacy	90.087	89	1.012					
Total	Instruction	4099.640	100						
	Student Engagement	3082.690	100						
	Classroom Management	3511.250	100						
	Overall Efficacy	5519.814	100						
Corrected Total	Instruction	67.390	99						
	Student Engagement	139.628	99						
	Classroom Management	43.218	99						
	Overall Efficacy	98.393	99						

a. R Squared = .086 (Adjusted R Squared = -.016)

b. R Squared = .068 (Adjusted R Squared = -.037)

c. R Squared = .094 (Adjusted R Squared = -.007)

d. R Squared = .084 (Adjusted R Squared = -.018)

e. Computed using alpha = .05

The answer to Research Question 3 is that no significant relationship was found between special education teachers' beliefs of their efficacy and beliefs about the support provided by their school-site special education administrators.

Research Question 4. What are the relationships between special education teacher characteristics (years of teaching, credential or certification), classroom characteristics (location or school site, class size, caseload size, special education setting, number of classroom aides, or paraeducators) and self-efficacy? Each of the Part 3 demographic questions was analyzed to understand their relationship with Self-Efficacy. First, years of teaching special education were analyzed. Teachers with 6-15 years of education had the highest mean self-efficacy scores, greater than 7.50. Teachers with 6-10 years of experience had a standard deviation of .60, and teachers with experience between 11 and 15 years had a standard deviation of 1.07. Teachers with 3-5 years of experience had the lowest self-efficacy scores (M = 6.78, SD = 1.13). One-way ANOVA results against self-efficacy showed that years of special education experience did not have a significant effect on overall self-efficacy (F (5,93) = 1.11, p = .359). Table 17 includes full results.

Table 17

Self-Efficacy by Years of Teaching Special Education

Years of Teaching in Special Education	Mean	Std. Deviation
0-2 years	7.1667	.56928
3-5 years	6.7750	1.13110
6-10 years	7.5978	.59546
11-15 years	7.5051	1.07275
16-20 years	7.3043	1.12412
21 years and over	7.3056	1.15050
Total	7.3684	1.00056

Regarding, self-efficacy by teaching credentials, teachers with Moderate to Severe teaching credentials had the highest self-efficacy scores (M= 7.62, SD = .85). Teachers with Mild to Moderate credentials had a somewhat lower mean of 7.21 and standard deviation of 1.07. One-way ANOVA results against self-efficacy showed that special education teaching credentials did not have a significant effect on overall self-efficacy (F (2,96) = 2.002, p = .141). Table 18 includes all descriptive statistics.

Table 18

Self-Efficacy by Special Education Teaching Credential

Special Education Teaching Credential	Mean	Std. Deviation
Mild to Moderate	7.2078	1.07385
Moderate to Severe	7.6171	.84653
Other	7.5833	.58926
Total	7.3684	1.00056

Self-efficacy by school site was also analyzed. Table 19 includes all descriptive statistics. School B had the highest self-efficacy scores (M=7.94, SD = .71) with School H having the second highest (M = 7.73, SD = 1.51). The school sites with the lowest self-efficacy scores were School A (M = 6.81, SD = 1.45) and School C (M = 6.82, SD = 1.25). One-way ANOVA results against self-efficacy showed that school site had a significant effect on overall self-efficacy (F (7,89) = 2.067, p = .055) at the 0.10 level of significance. Figure 6 shows the mean plot for school site.

Table 19

Self-Efficacy by School Site

Please check your school site assignment?	Mean	Std. Deviation
School A	6.8148	1.44805
School B	7.9444	.71078
School C	6.8194	1.24764
School D	7.2698	.75687
School E	7.0000	1.00462
School F	7.5877	.75281
School G	7.6780	.43658
School H	7.7292	1.51301
Total	7.3657	1.00723

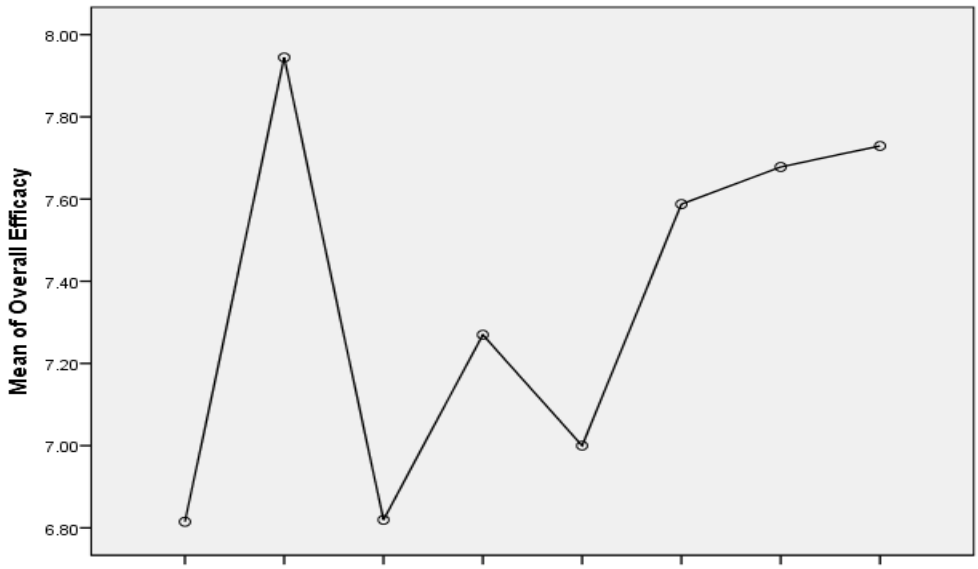

Figure 6. Means plot of overall self-efficacy by school site.

Self-efficacy by caseload size was also analyzed. Table 20 includes all descriptive statistics. Teachers with 5-10 caseload size had the highest self-efficacy scores (M=7.73, SD = .93) while teachers with 11-20 caseload size have the second highest mean (M = 7.49, SD = .81). Teachers with 21-30 caseload size have the lowest self-efficacy scores (M =7.02, SD = 1.10). One-way ANOVA results against self-efficacy showed that caseload size has a significant effect on overall self-efficacy (F (3,94) = 2.822, p = .043) at the 0.05 level of significance.

Table 20

Self-Efficacy by Caseload Size

Caseload Size	Mean	Std. Deviation
5-10	7.7300	.93951
11-20	7.4977	.81472
21-30	7.0294	1.10497
Other	7.2500	.71200
Total	7.3917	.97829

Self-efficacy was also analyzed by class size. Class size was categorized into 5-10 students, 11-20 students, 21-30 students, or Other. Using only categories with five or more responses, teachers with 11-20 students had the highest self-efficacy scores (M = 7.62, SD = .88). Teachers with 21-30 students had the lowest self-efficacy scores (M = 6.60, SD = 1.13). One-way ANOVA results against self-efficacy showed that special education class size had a significant effect on overall self-efficacy (F (3, 94) = 2.82, p = .043). Table 21 shows efficacy by class size while Figure 7 shows the mean plot that supports this result.

Table 21

Self-Efficacy by Class Size

Class Size	Mean	Std. Deviation
5-10	7.4188	.91935
11-20	7.6154	.88184
21-30	6.6048	1.13480
Other	8.0833	.14434
Total	7.3684	1.00056

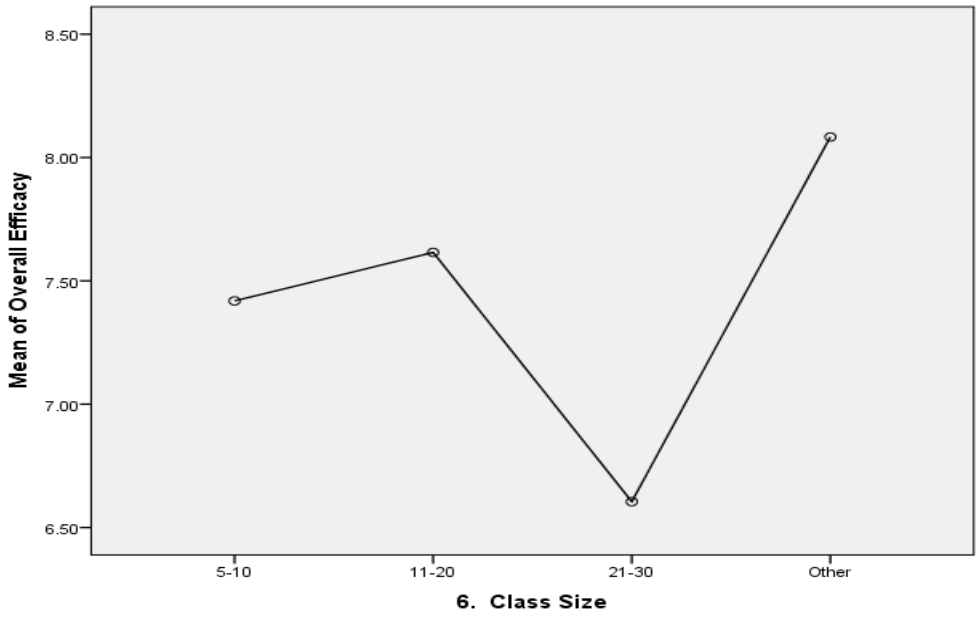

Figure 7. Means plot of overall self-Efficacy by class size.

Table 22 includes descriptive statistics for self-efficacy by Class Setting. Teachers in Special Day Class (SDC) Behavior or Academic has the highest mean self-efficacy scores (SDC-Behavior, M=7.42, SD = .60) and (SDC-Academic, M=7.42, SD = .90). One-way ANOVA results against self-efficacy showed that special education class setting did not have a significant effect on overall self-efficacy (F (7,50) = .842, p = .558).

Table 22

Self-Efficacy by Special Education Class Setting

Class Setting/Type of Special Education Service Delivery	Mean	Std. Deviation
Resource Specialist Program (RSP)	7.0714	1.11892
Self-Contained Classroom – Pre Vocational (PreVoc)	6.9000	.97484
Self-Contained Classroom - Severe Developmental Disabilities (SDD)	6.7917	1.11959
Self-Contained Classroom - Trainable Mentally Handicapped (TMH)	7.8750	.91919
Self-contained Classroom -Autism (AUT)	6.6250	1.00173
Special Day Class -Behavior (SDC-B)	7.4167	.60093
Special Day Class-Academic (SDC-A)	7.4219	.89622
Other	7.5000	.47140
Total	7.2313	.93333

Finally, Table 23 includes descriptive statistics for overall self-efficacy by number of paraeducators or instructional aides. Teachers with 2-4 paraeducators

or instructional aides reported the higher self-efficacy scores (M= 7.47, SD = .88). Teachers with only one para educator or instructional aide reported a self-efficacy mean score of 7.30 with a standard deviation of 1.07. One-way ANOVA results against self-efficacy showed that number of para educators or instructional aides did not have a significant effect on overall self-efficacy (F (2,93) = .411, p = .664). Table 23 contains full results.

Table 23

Self-Efficacy by Number of Para Educators or Instructional Aides

Number of Para educators or Instructional Aides	Mean	Std. Deviation
1	7.2969	1.06841
2-4	7.4677	.87525
5 or more	7.8333	.
Total	7.3576	1.00386

The answer to Research Question 4 is that school site, class size, and caseload size had a significant effect on teachers' self-reported efficacy. No significant relationship was found between class setting, type of teaching credential, years of teaching, number of paraeducators, or instructional aides in the classroom and teachers' self-reported efficacy.

Summary of Findings

Administration of the TSES (Part 1) online survey provided data regarding the self-efficacy of special education teachers who were the participants of this study. Self-efficacy scores were analyzed by classroom management, instruction, and student engagement. Results revealed that special education teachers indicated high rating of their overall efficacy. Mean value for Overall Efficacy was 7.36

with a standard deviation of 0.997, indicating that teachers believe that they have "Quite A Bit of Influence" in teaching students with disabilities. In addition, they rated their efficacy highest in instruction with a mean of 6.35, efficacy in classroom management second with a mean of 5.89, and efficacy in student engagement lowest with a mean of 5.43.

Item analysis for the 12 efficacy questions showed that special education teachers indicated 'A Great Deal of Influence' in providing an alternative explanation when students were confused (8.17 mean score), followed by crafting good questions for students, implementing a variety of teaching strategies in the classroom, and using a variety of assessment strategies (7.84). The areas of teaching efficacy that were rated lowest by special education teachers who participated in this study were motivating students who show low interest in school, getting students to believe they can do well in school, helping students value learning and assisting families in helping their children do well in school.

A correlation analysis was completed to understand the relationship between Overall Efficacy and the three other constructs that are involved with Overall Efficacy. Student Engagement has the highest correlation with r = .887). Instruction has the next to the highest with r=.796 and Classroom Management was very similar with r = .744. All correlations were significant at the $\alpha = 0.01$ level of significance. This direct, positive correlation shows that an increase in any of the three dimensions of efficacy also increases Overall Efficacy.

Administration of the Administrative Support Survey (Part 2) generated data regarding special education teachers' rating of the support provided by their school special education administrators. The overall mean for administrative support was computed based on the mean of the items that load into each type. Overall administrative support was comprised of Emotional, Instructional,

Managing the Environment, and Technical. Ratings revealed moderate provision of Overall Administrative Support, as indicated by a mean score of 5.18 with a standard deviation of 2.27. Emotional had the highest mean score of 5.50 with a standard deviation of 2.37. Managing the Environment had the next to highest mean score of 4.97 and a standard deviation of 2.03. Technical and Instructional were also included in Overall Administrative Support. Technical had a mean of 4.74 and standard deviation of 2.26. Instructional had a mean of 4.32 and standard deviation of 2.27.

Item analysis for the 52 administrative support questions showed that the highest mean is for keeping teachers informed of district events (6.37). The three mean scores with a low rating are for helping write lesson plans (3.44), providing reliable input for progress reports that special education teachers write for their students (4.17), ensuring that teachers have enough planning time (4.28 mean) and providing help in selecting or creating curriculum for students with disabilities (4.33 mean).

Results of linear correlation test by type of administrative support indicated the highest correlation between technical support and teacher efficacy. All four constructs that comprise Overall Administrative Support had very high positive correlations with administrative support, and all were statistically significant at the $\alpha = 0.01$ level of significance. Technical had the highest correlation with $r = .969$ with Emotional having a close second ($r = .963$). Instructional had a correlation of .957 and Managing the Environment had a correlation of .937. This direct, positive correlation shows that an increase in any of the four types of support also increases the rating for Overall Administrative Support.

Multivariate Analysis of Variance was used in this study. However, the test provided limited evidence regarding the effect of administrative support on teacher

efficacy. Limitations in the sample size affected the power of the test to detect significant effect between efficacy and administrative support.

Despite the unexpected findings from this study, significant trends have been noted. Foremost of these was that teachers recognize the emotional support provided by their school site special education administrator. This finding was consistent with previous studies (Balfour, 2001; Combee, 2014; Ewy, 2007; Roderick, 2011), reinforcing the value ascribed by special education teachers to emotional support over other types of support provided by their special education administrators. In addition, individual item analysis of administrative support data showed responses indicating "Nothing", to "Low" provision of support (0-2 rating) for special education teachers by their school-site special education administrators. This finding also confirmed previous research (Balfour, 2001; Combee, 2014; Ewy, 2007; Otto & Arnold, 2005; Roderick, 2011; Thornton et al., 2007), pointing out absent or minimal administrative support as a causative mechanism for low efficacy among special education teachers, in addition to being connected with, low job satisfaction and low commitment to the field of special education.

Part 3 of the survey generated data regarding teacher and classroom characteristics. Analysis of correlation identified a significant relationship between teacher overall efficacy and classroom size. Results showed that teachers with 11-20 students had the highest self-efficacy scores ($M = 7.62$, $SD = .88$). Teachers with 21-30 students had the lowest self-efficacy scores ($M = 6.60$, $SD = 1.13$).

A significant relationship was also found between school-site, caseload size, class size and special education teacher efficacy. Results showed that teachers at School B and teachers who had 10-15 students in their caseload as well as 10-15 students in their classroom had the highest overall efficacy rating.

Teacher characteristics such as years of teaching, type of teaching credential, as well as classroom characteristics including type of special education service delivery, number of instructional aides, or paraeducators, did not have a significant effect on the overall efficacy of special education teachers who participated in this study.

CHAPTER 5: DISCUSSION OF FINDINGS

Introduction

This research was prompted by an interest to understand the relationship between special education teachers' efficacy and their beliefs of the support provided by their special education administrators. The immediate outcome is to contribute to data that could guide schools and school districts to create administrative supports that would produce and retain highly effective special education teachers.

As Bandura (1977) emphasized, teachers who have strong self-efficacy are confident that they can bring about student learning. Numerous studies have also documented that highly effective teachers have higher levels of efficacy (Ashton and Webb, 1986; Bandura, 1977; Brouwers & Tomic, 2003; Gibson & Dembo, 1984; Guskey, 1988; Lazarus, 2006; Pajares, 2002; Pines, 2002; Ros, 1994; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001; Woolfolk, Rosoff & Hoy, 1990). Brouwers & Tomic (2003) and Lazarus, (2006) wrote that self-efficacy is an essential characteristic of an effective teacher, and is strongly related to success in teaching.

Landmark federal and state mandates, such as the IDEA, ESSA, and the ADA, also spell out the need for highly effective teachers for students with disabilities. These are teachers who can meet the diverse educational needs of students with disabilities since they are noted to persist when educating struggling students (Gibson & Dembo, 1984), are less controlling of student behaviors (Woolfolk et al.,1990), are more likely to try new strategies and approaches (Guskey, 1988; Ross, 1994), and are likely to find their work meaningful (Pines, 2002).

Research is also rich with studies confirming the impact of administrative support on teacher efficacy. The foremost of these studies were by Tschannen-Moran & Hoy (2001), Balfour (2001), Combee (2014), Ewy (2007), Otto and Arnold (2005), and Thornton et al. (2007). With these studies as a foundation, the focus of the current study was on the special education teachers' rating of their efficacy based on the three teaching dimensions, and the support provided by their school-site special education administrators based on the four types of administrative support previously discussed. The findings about these relationships and their significance are discussed below.

Discussion of Findings

On average, the participants in this study reported that they were a special education teacher with 5-20 years of teaching experience, indicated high efficacy in student engagement, higher efficacy in classroom management, and the highest efficacy in instruction. The fact that the teachers in this study remained in the profession for 5 years, or more, despite a weak link to administrative support, warrants investigation of the supports and resources that made them decide to stay. This is in contrast to data which indicate that many teachers leave the profession after their initial 5 years due to a waning sense of efficacy brought about by the complex nature of their jobs, in addition to the various challenges associated with teaching students with disabilities.

Knowledge of the varying levels of efficacy among special education teachers may guide schools and school districts in the design of appropriate support programs for special education teachers in order to support continuing professional growth and facilitate ongoing learning. For instance, administrators could differentiate the support they provide for special education teachers given their different levels of self-efficacy. Administrators could build on already

mastered strategies, at the same time enable teachers to adapt to the changing needs of learners with disabilities. Administrators could provide teachers with an appropriate level of support for them to construct new knowledge as well as perform tasks beyond their current capacity. Also, administrators may choose to consider the fact that most teachers in the district surveyed will soon be leaving the profession due to retirement. This entails the need for strategic planning regarding recruitment and training of teachers who will fill the void that will be created by retirement in the coming school years.

Special education teachers who participated in this study rated their efficacy highly as evidenced by a 7.63 mean. The highest rating was in instruction, efficacy in classroom management second, and efficacy in student engagement third. Overall, special education teachers felt that they can do a great deal in terms of instruction, but not a lot, in terms of classroom management and student engagement. This overall belief of their capabilities in instruction is supported by their higher rating of their efficacy in providing an alternative explanation when students are confused, crafting good questions for students, implementing a variety of teaching strategies in the classroom, and using a variety of assessment strategies. These findings acknowledge the impact of special education teachers' beliefs in their capabilities in instructing students with disabilities. In addition, these findings represent positive indications for students with disabilities. As Seebeck (2016) noted, teachers who have high efficacy in instruction can modify instruction to meet the individual needs of their students.

The areas of teaching efficacy that were rated lowest by special education teachers who participated in this study were motivating students who show low interest in school, getting students to believe they can do well in school, helping students value learning, and assisting families in helping their children do well in

school. These data indicate that teachers find motivating students as an area of challenge. Klem and Connell (2004) noted that students who are engaged exert effort, manage their behavior, embrace challenges, and claim ownership of their learning. When students are engaged, they are more involved in the learning process, consequently developing their critical and higher order thinking skills. Recognizing this challenge for special education teachers may help school districts design appropriate supports both for students and teachers. Tschannen-Moran and Hoy (2001) found that the field of teaching has just embraced the importance of student engagement, leaving teachers to exercise their creativity to be successful at managing, or producing, higher levels of student engagement. Special education administrators can support special education teachers by providing time and space to formalize mentorship and collaboration between teachers who identified the need for strategies to increase student engagement and teachers who have been successful in engaging students and parents.

Special education teachers who participated in this study rated the administrative support provided by their respective school special education administrator the highest in the area of emotional support and lowest in instruction. In addition, they also rated highly the technical support provided by their special education administrators. Item analysis showed that special education teachers indicated receiving the highest level of support from their school, or site special education administrators, in terms of supporting the decisions they make in front of parents and in front of other teachers, listening and giving teachers undivided attention when they are talking, and being available to help solve professional problems or concerns.

Teachers indicated the highest efficacy in instruction, despite the low level of instructional support provided by school special education administrators. This

finding suggests an absence of a link between teacher self-efficacy and administrative support, contrary to previous studies (Balfour, 2001; Combee, 2014; Ewy, 2007; Otto & Arnold, 2005; Roderick, 2011; Thornton et al., 2007), establishing the reduced associative impact of the two variables within the present study. This unexpected finding may entail further exploration as to the other sources of instructional efficacy for teachers. This could also raise questions as to other sources of support provided to special education teachers. One possible explanation may be that special education teachers rely on other sources of support to build their efficacy. Gersten et al. (2001) noted that fellow teachers could make a special education teacher's job manageable. Another explanation may be from findings by Tschannen-Moran and Woolfolk-Hoy (2002). The study noted teachers learned not to consider administrative support as a primary source of self-efficacy judgments due to the traditional nature of isolation in the teaching profession, and the lack of administrative support. In addition, their study pointed out that special education teachers learned to cultivate their beliefs of their capability to impact the learning of their students in the presence or absence of support from their colleagues or administrators.

Multi-variate Analysis of Variance (MANOVA) revealed that special education teachers' efficacy is not significantly related to their rating of the support provided by their school special education administrator. It must be noted that the majority of participants in this study were long-time teachers, defined as those with five or more years of experience in teaching students with disabilities. This characteristic may have had a significant impact on their comparatively higher efficacy rating. Based on the self-efficacy theory by Bandura (1997), special education teachers who participated in this study may have acquired mastery experiences in teaching students with disabilities such that they can

manage their instructional task on their own. Their years of experience in teaching may have provided them the opportunity to receive verbal persuasion from peers, family, or role models outside the school. In addition, they might have encountered several opportunities to master their teaching tasks through trial, or error. Additionally, they may have developed coping mechanisms which better enabled them to manage stress. Lastly, it may be that they are emotionally and intrinsically motivated to set higher goals and persist and succeed in achieving these goals for themselves and their students. These possibilities arising from the outcomes of the present study and based on Bandura's sources of self-efficacy judgments may warrant further consideration and inquiry.

Hackman and Oldham (1975) noted the presence of intrinsic motivation, which is derived from the meaningfulness of work. When a job does not occur as merely a set of repeated actions, but is something that has meaning and something that a person can relate to, it becomes an intrinsic source of motivation. In other words, work becomes motivating in itself, and not a means to an end. In the context of this study, it may be that special education teachers have found an intrinsic source of motivation to help them overcome the challenges that come with educating students with disabilities. Instead of reaching out to their administrators for support, special education teachers tap into their inner source of motivation and job satisfaction. Additional research into this is needed.

This study also found that there was a definite relationship between overall teacher efficacy and class size, caseload size, and school-site. Results showed that teachers who had 10-15 students in their classroom as well as 10-15 students in their caseload had the highest overall efficacy rating. Class size is the average number of students in the classroom for whom a teacher is assigned to provide instruction. Caseload size is the number of students with Individualized Education

Plans (IEP's) for whom a special education teacher is assigned as case manager and is responsible for writing and implementing the IEP. Case management is a job responsibility assumed by special education teachers which is not a concern of regular teachers. Therefore, supplementary support in the area of case management may assist in making special education teachers' job manageable.

In terms of school site, efficacy was highest in School B, which was the newest site among those within the surveyed district. Additionally, the lowest efficacy was indicated by teachers in School A, which happened to be the district's oldest school-site. These facts call to question the presence and nature of district efforts to maintain equal access to quality education for all students with disabilities in each of its school-sites, regardless of age or other differentiating characteristics.

However, there were significant decreases in efficacy among teachers with class sizes ranging from 10-20 and 20-30 students. These findings warrant attention on the matter of setting cap guidelines or class size; the same consideration is true in terms of the relationship between efficacy and caseload size. As caseload size increased, specifically between the size brackets of 10-20 to 21-30, efficacy concurrently decreased. It is important to note that special education teachers are responsible as case managers for 10 or more students, in addition to simultaneously being a content area teacher for a class size of 5 or more students. Case management is a job responsibility assumed by special education teachers which is not a concern of regular teachers. Therefore, supplementary administrative support in the area of case management may assist in making special education teachers' job manageable.

Voris (2011) recommended considering the level of disabilities and the categories of disabilities in deciding class size as these factors affect the teacher's

capabilities in teaching students with disabilities. Odden (1990) noted the prominence of class size reduction as a channel for policymakers to improve student achievement. Further, Odden provided evidence on the effect of class size on student performance based on the meta-analysis of a larger body of research. Odden wrote that meta-analysis of research recommended that class size needed to be reduced to below 20 students, and capped at a maximum of 15 students, to produce a significant impact on student achievement, due to the fact that students in a class of 15 performed academically at a significantly higher percentile than students in a class of 30. Reducing class size, however, may be costly. Therefore, it is important that schools and school districts think of alternatives. Supporting highly effective teachers appears to be the best option in order to increase student achievement, especially for students with disabilities.

Verbal persuasion, in the form of feedback from school site special education administrators, was rated high by special education teachers. In this study, participants rated administrative feedback higher than instructional support. They also rated the responsibility bestowed upon them by their special education administrators. This is evident in their rating of the emotional support provided by their special education administrators. Special education teachers acknowledged their administrators' provision of knowledge of the outcome, or feedback about their job, as well as support of their decisions in front of parents and other teachers. This finding does support the efforts of both special education teachers and special administrators to produce positive educational outcomes for students with disabilities.

Based on the self-efficacy theory of Bandura (1997), efficacy judgments come as a result of personal mastery, or past experiences, vicarious experiences, verbal persuasion, and psychological state. Findings from this study confirmed the

important role that personal mastery, or mastery experiences, played in special education teachers' efficacy judgments. Specifically, over 75% of the teacher respondents in this study had from 10 to over 20 years of experience teaching students with special needs. This may well have given the study participants the time they needed to have mastery experiences which then increased each teachers' efficacy in terms of instruction. Having implemented various instructional strategies and used a variety of teaching methods and assessment strategies, teachers were able to gain mastery experiences, thus increasing their capabilities in instructing students with special needs. This finding is particularly helpful in efforts to advocate for support for special education teachers, for them to set and achieve better outcomes for students with disabilities.

Summary

This study attempted to collect data to support special education teachers and special education administrators by exploring the relationship between teacher self-efficacy and administrative support. Teachers were asked whether or not they are up to the challenge based on their teacher and classroom characteristics, as well as the support provided by their school special education administrators. The straightforward answer is that special education teachers feel that they are highly capable in successfully performing teaching tasks such as classroom management, instruction, and student engagement, despite their perception of low levels of support from their school-site special education administrator. The teachers in this study exhibited high efficacy overall but the link to this being a result of administrative support was weak. This conclusion is supported by data indicating special education teachers' significantly higher rating of their efficacy, and significantly lower rating of the support provided by their school-site special education administrator. Results from correlation and regression analyses

highlighted the absence of a significant relationship between self-efficacy and administrative support. Although teachers recognize the emotional as well as the technical support provided by their special education administrators, this recognition of support, however, did not raise or lower their feelings of self-efficacy.

What was found to have a statistically significant effect on this study's teachers were classroom characteristics such as class size, caseload size, and school site. The larger the class size the lower the efficacy of the teacher. Similarly, caseload size, results showed that teachers with 11-20 students had the highest self-efficacy scores, while teachers with 21-30 students had the lowest self-efficacy scores. In terms of school-site, teachers from School B, which was the newest school site, had the highest efficacy, while teachers from School A, the oldest school site, had the lowest efficacy.

In this study, findings show that years of teaching, type of credential, special education setting, and the number of instructional aides or par educator did not have a significant effect on teachers' beliefs about their efficacy.

Recommendations

The findings from this study do not provide sufficient evidence of the existence of a significant relationship between teacher efficacy and administrative support. However, the results of this study alone cannot be used to conclude that no such relationship exists between self-efficacy and administrative support. Further studies would be needed to make further generalizations regarding the self-efficacy of special education teachers.

However, other significant trends have been discovered. Foremost of these are that long-term teachers feel a strong sense of efficacy in instruction. Secondly, class size, caseload and school site have a significant effect on teacher efficacy.

Lastly, in this study administrative support for special education teachers is perceived to be low, which is counter to previous research. It is recommended that further studies be conducted to confirm the sources of support for teachers whose employee profile shows that they have remained in a special education position in the district for 5 years or more. Other districts with similar makeup as the current study, may learn from the outcomes of the current investigation in terms of actions, and policies that are supportive of the retention of special education teachers. It is recommended that further studies be conducted with larger and more diverse populations. In addition, comparison of data across school districts and across elementary, middle, and high schools may also generate sufficient evidence regarding teachers' self-efficacy in terms of resources and support.

Special education teachers perceived the low level of school-level special education administrative support. However, the study did find that there are definite needs when it comes to building teacher efficacy. There may well be a mismatch when it comes to the preparation of administrators and the specific needs of special education teachers. Developers of administrative professional development could also use this study's results to develop stronger professional development activities that speak directly to special education teachers' needs. Future studies may ask what specific actions and behaviors, and to what extent these actions and behaviors are considered supportive for special education teachers. It is recommended that further studies explore factors that may affect special education teachers' beliefs about their efficacy as well as factors that may have an effect on administrators' ability to demonstrate actions and behaviors that special education teachers believe or consider to be supportive.

Limitations

This study on special education teachers' self-efficacy and administrative support have some limitations. A total of 100 special education teachers in one school district participated in this study. District-level policies and procedures may have limited the effect of administrative support on teachers' self-efficacy. Also, the subject population had a limited number of new teachers. These conditions may have affected the power of the collected data. Findings from this study did not provide sufficient statistical proof for the existence of a relationship between efficacy and administrative support; as a result, the study separately examined the trends in efficacy and administrative support, presented the data, and discussed directions for future research.

The absence of a significant relationship between self-efficacy and administrative support as pointed out by data in this study does not mean that such relationship does not exist. The influence of administrative support on teacher efficacy was noted by previous research which used larger sample size (e.g., Tschannen-Moran & Hoy, 2001; Balfour, 2001; Combee, 2014; Ewy, 2007; Otto & Arnold, 2005; Thornton, Peltier, & Medina, 2007). Further studies are recommended to consider significant deviations to the data derived from this study due to distinct demographics and population size. Also, related studies using qualitative data from either observation, interview or focused group discussions involving a more diverse population may help in exploring beliefs of efficacy and administrative support for special education teachers.

Findings from this study were derived from data gathered from one school district and should be interpreted with caution so as not to generalize the data regarding self-efficacy beliefs for all special education teachers. The findings by school site must be considered with caution when making interpretations, or

generalizations regarding teacher efficacy and administrative support since Chi-Square test results show only a close fit or match between the sample size and the district population in terms of distribution of teachers by school setting. This difference in the sample of size and population size also holds true in terms of special education setting and type of teaching credential. Although goodness of fit between the sample size and the district population is not a requirement for the exploration of the relationships between efficacy, administrative support, and teacher, or classroom characteristics using tests for correlation and regression analyses, it will still be prudent to consider sufficient data from related studies before making generalizations based on school-site, type of teaching credential and special education setting. It is recommended that future studies include sufficient information derived from larger sample sizes, and seek out increasingly diverse distributions in terms of profile of participants to ensure validity and reliability to better support development of an understanding of the relationship between teacher efficacy and administrative support.

Implications for Future Research

Teacher efficacy and administrative support are two important constructs explored by studies to inform the practice of schools in supporting highly effective teachers and developing highly effective administrators. Although findings may differ based on context and sample population size, it is important to continue building and accumulating knowledge that can affect educational policies and practices.

If teachers in this study consider themselves highly capable in delivering instruction for students with special needs even though they perceive receiving minimal support from their administrator, further studies to investigate how administrators can support their special education teachers will be warranted. It

will also be interesting to generate inquiry regarding administrators' perception of the support they provide to special education teachers. In addition, a further investigation into how administrators are prepared, through professional development, to support their special education teachers is necessary. Data regarding actual teacher-experienced and administrator-perceived support may be used as useful roadmap when designing programs and actions that will bring about increased student achievement through teacher efficacy, or administrative support for special education teachers. If there is a disconnect in the perceptions of administrative support between special education teachers and their administrators, future studies could focus on exploring the reasons for such a difference in perception by including qualitative information derived from asking open-ended questions and analyzing data from interviews, classroom observations and focus groups. Studies could explore why teachers rate administrative support highly, or poorly. Is it because support is not provided adequately, or that it is provided adequately, but it is not consistent with what special education teachers consider supportive? For instance, special education teachers in this study indicated low administrative support in terms of selecting curriculum and modifying instruction. On the one hand, teachers may assume instruction as their personal goal. Consequently, they will exert effort in building their efficacy in instruction without relying on other sources of support. However, administrators may perceive instruction to be the personal responsibility of teachers. Consequently, they will bestow that responsibility and autonomy for teachers to look for sources of efficacy in instruction other than administrative support. This conflict in perception should spark interest among researchers interested in studying the relationship between self-efficacy and administrative support, and one that calls into examination the perception of the capability of administrators as

instructional leaders. The investigation of their perception as well as their preparation, skills, and knowledge about special education would make an interesting focus of inquiry for further studies.

Conclusion

This study contributed data to the growing research on the efficacy of special education teachers. In light of current state and federal standards in educating students with disabilities, it is useful for schools and school districts to be constantly aware of the capabilities of both novice and experienced special education teachers. Research that tracks teachers' efficacy has high utility when making decisions that can bring about increased student achievement without relegating teacher beliefs about motivation and job satisfaction. As noted by Wynn and Brown (2008), special education teachers and school administrators, including school-level principals, assistant principals, vice principals and teachers, must recognize their role in bringing about achievement for all students.

Findings, in this study, showed that special education teachers were confident of their overall efficacy, in addition to their instructional efficacy. This is confirmed by their self-ratings of efficacy associated with providing an alternative explanation when students are confused, crafting good questions for students, implementing a variety of teaching strategies in the classroom, and using a variety of assessment strategies. These self-efficacy judgments may have been impacted by what Bandura (1997) calls 'mastery experiences,' or experiences of success. Long-time teachers rated their efficacy highest in instruction. In contrast, lower teacher self-ratings of efficacy in the area of student engagement may be a reflection of current challenges to the teaching profession. For instance, the areas of teaching efficacy that was rated lowest by special education teachers who participated in this study were motivating students who show low interest in

school, getting students to believe they can do well in school, helping students value learning and assisting families in helping their children do well in school. These findings indicate that teachers identify student motivation as an area of challenge. Tschannen-Moran and Hoy (2001) noted that student engagement is essential for student learning, yet teachers are just starting to explore ways to create, and maintain student engagement. Administrators can increase support by providing appropriate resources, generating varied learning opportunities, and providing genuine feedback to special education teachers related to student engagement.

Data from this study provide evidence about special education teachers' perception of their self-efficacy in classroom management, instruction, and student engagement. Consistent with previous research, teachers in this study rated emotional support provided by their school-site special education administrators highest in importance. In addition, special education teachers perceived low level of support from their school special education administrators.

This study assumed that changes to the level of administrative support, teacher characteristics (e.g., type of credential and years of teaching) and classroom characteristics (e.g., school-site, caseload size, class size, the special education setting, and the number of instructional aides, or para-educators) should result in changes in teacher efficacy, consequently leading to changes in outcomes for students with disabilities. However, the present data indicated that there is no significant link between the efficacy of special education teachers and administrative support. Also, efficacy is significantly related to school-site, class size, and caseload size, and not to other teacher and classroom characteristics such as type of credential, years of teaching, special education classroom setting, and number of instructional aides or paraeducators. Further studies with larger, and

more diverse populations are needed to confirm the relationship between teacher efficacy, administrative support, teacher characteristics, and classroom characteristics.

Special education teachers indicating five or more years of experience teaching students with disabilities perceived low level of support from their special education administrators as indicated by their ratings of the four types of administrative support. These results sound an alarm bell. Although they may not warrant a fire drill demanding immediate action, they represent an alarm, nonetheless, calling for further study and a prudent response to a potentially growing disconnect between special education teachers and their special education administrators. If we fail to heed this warning, the next bell we hear may very well be the one telling us that the building is on fire. Dissatisfaction among special education teachers could logically lead to a career change and a resulting loss of experienced special education teachers as pointed out by previous studies on teacher attrition (e.g., Kaff, 2004; Billingsley, 2007a; Payne, 2005; Vannest et al., 2009). As such, schools and school districts must invest efforts towards placing support systems that are appropriate to the characteristics, or needs of their special education teachers. Teachers require support to successfully manage the curriculum, handle the technical aspects of their job, manage their working environment, and most importantly, to make them feel valued, and supported in front of parents, peers and members of the school community. As emphasized by Billingsley (2005), appropriate support is needed to develop special education teachers who are motivated to grow professionally and who strive to impact student achievement positively.

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APPENDIX A: TEACHER EFFICACY AND ADMINISTRATIVE SUPPORT SURVEY

Teacher Sense of Efficacy and Administrative Support Survey

Dear fellow Special Education Teacher,

Thank you for your participation to this survey regarding special education teachers' self-efficacy, or beliefs about instruction, classroom management and student engagement as well as beliefs about administrative support for special education teachers. It will take about 15-20 minutes to complete this survey.

Part 1 will ask questions about teacher efficacy while Part 2 will ask questions about administrative support. Part 3 of the survey will ask questions about teacher characteristics and classroom characteristics questions.Please reflect on your answers. Your responses will be kept confidential.

Again, thank you for completing this survey.

Angelina Dickey
Special Education Teacher, Antelope Valley Union High School District
Doctoral Student, Doctoral Program in Educational Leadership-Fresno State

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CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Research Title: Exploring the Relationship between Administrative Support and Special Education Teachers' Self-Efficacy

Purpose of the Study: I understand that the purpose of this study is to examine the beliefs of high school special education teachers about their capabilities in instruction, classroom management, and student engagement as well as their beliefs about the support provided by their school-level special education administrators.

Confidentiality: I understand that all identifying information which might link me to my responses will be kept confidential. My name will not be used in written reports or presentations of the study findings.

Voluntary Participation and Withdrawal: I understand that I am free to choose not to participate in this study. If I choose not to participate, it will not have a negative effect on my employment.

Benefits to Me and Others: I understand that this study may or may not be of direct benefit to me. It has not been designed to provide direct benefit to participants. Rather, it is hoped that the knowledge gained from this study will help improve the self-efficacy of special education teachers by exploring specific administrative supports for special education.

Risks and Discomforts: I expect that I will experience minimal risk, discomfort or stress while participating in this study. Should I need assistance with residual emotional feelings after my participation in the study, I may contact the principal investigator and the doctoral student conducting this study to schedule a meeting.

Payment for Participation: I may choose to be entered into a drawing for a $25 gift card to a local bookstore. Once I give my permission, my name will be extracted from the list. However, my survey responses will remain anonymous. Eight special education teachers or one teacher for each school site participating in this study will have a chance to win the $25 gift card.

Questions: If I have further questions about the research itself, or if I wish to obtain a summary of the results of the research, I may contact:

Angelina Dickey
adickey@mail.fresnostate.edu
661-492-0982

Dr. Randy Schultz
rschultz@csub.edu
661-952-5015

If I have questions regarding my participation in this or any other research, I may contact:

Committee for the Protection of Human Subjects
Dr. Kris Clarke, Chair
5310 North Campus Drive
Professional Human Service Building
M/S PHS 107
Fresno, CA 93740-8019
Phone: (559) 278-2985
Email: kclarke@csufresno.edu

Authorization: I have read this form completely and have decided that I will participate in the study described. The general purpose, the requirements of participation and possible hazards and inconveniences of participating have been explained to my satisfaction. My signature indicates my consent to participate.

I would like to participate in this survey. *

- [ ] Yes
- [ ] No

Part 1. Teacher Sense of Efficacy Survey

Part 1 of this survey will ask questions about your beliefs regarding classroom management, instruction and student engagement. Please reflect on your answers and check the response using a scale of 1-9, where 1 means 'Nothing' and 9 means 'A Great Deal'. Your responses will be kept confidential. Thank you very much for completing this survey.

1. How much can you do to control disruptive behavior in the classroom?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

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	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

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	
Nothing	○	○	○	○	○	○	○	○	○	A Great deal

4. How much can you do to help your students value learning?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

5. To what extent can you craft good questions for your students?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

6. How much can you do to get children to follow classroom rules?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

7. How much can you do to calm a student who is disruptive or noisy?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

8. How well can you establish a classroom management system with each group of students?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

9. To what extent can you use a variety of assessment strategies?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

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	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

11. How much can you assist families in helping their children do well in school?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

12. How well can you implement alternative teaching strategies in your classroom?

	1	2	3	4	5	6	7	8	9	
Nothing	○	○	○	○	○	○	○	○	○	A Great Deal

Part 2. Administrative Support Survey

Part 2 of the survey will ask questions about your belief about the support you receive from your school site special education administrators. Please reflect on your answers and check the response using a scale of 1-10, where 1 is 'No Provision' and 10 means 'Maximum Provision'. Your responses will be kept confidential.Thank you very much for completing this survey.

1. Support my decisions in front of parents.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

2. Make me feel that I am making a difference.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

3. Be interested in what I do in my classroom.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

4. Give me information about modifying instruction.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

5. Give me instructional strategies about instructional techniques that will improve my teaching.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

6. Provide me with reliable feedback about my IEPs.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

7. Ensure that I have enough planning time.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

8. Take an interest in my professional development and give me opportunities to grow.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

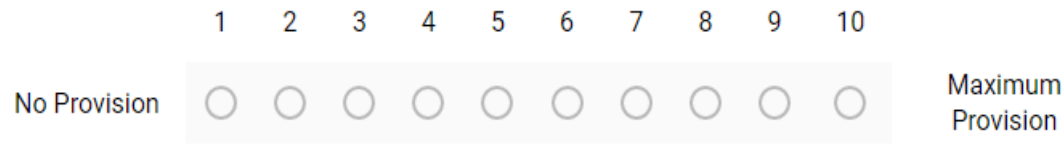
9. Give me genuine and specific feedback about my work.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

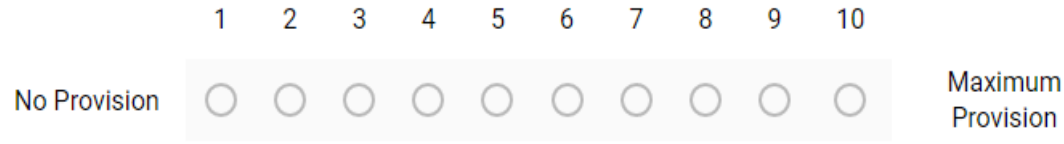
10. Tell me when I am on the right track with my work.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

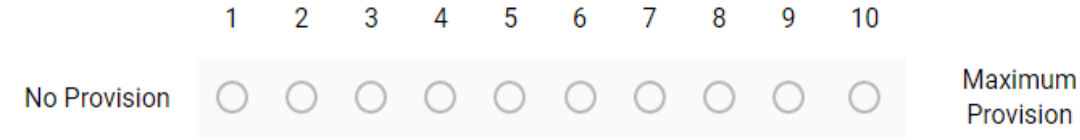
11. Help me interpret state curriculum standards and apply them to teaching my special education students.



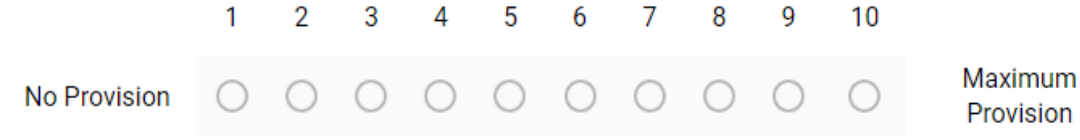
12. Show confidence in my actions and decisions.



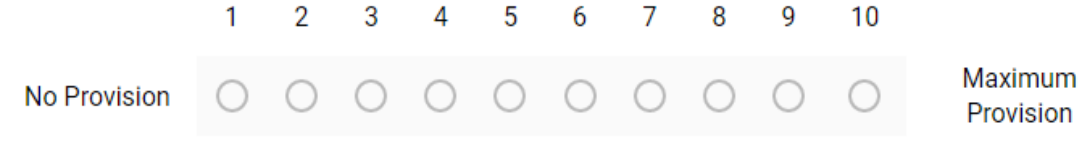
13. Observe frequently in my classroom.



14. Help me select or create curriculum for students with disabilities.



15. Be available to discuss my personal problems or concerns.



16. Help me decide when and how to teach certain subjects.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

17. Help me use my lesson plan effectively.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

18. Suggest alternative materials for students who are struggling.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

19. Help me select appropriate instructional materials.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

20. Provide me with reliable input about the progress reports I write for my students.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

21. Keep me informed of school and district events.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

22. Listen and give me undivided attention while I am talking.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

23. Help me follow the federal and state special education regulations.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

24. Seek my input on important issues in the school.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

25. Make sure that I do not have to switch between too many grade levels and subjects.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

26. Provide me with reliable feedback about the assessment I conduct on my students.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

27. Help me ensure that I meet confidentiality requirements.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

28. Help me get information from the special education department in my school district.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

29. Give me reliable information about due dates for my special education paperwork.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

30. Give me recognition for a job well done.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

31. Recognize special projects or programs in my classroom.

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

32. Arrange my schedule in a way to reduce the time I spend on paperwork and in meetings.

	1	2	3	4	5	6	7	8	9	10	
No provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

33. Help me find information in special education files.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

34. Provide me with the funds I need to get supplies.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

35. Assign me to work with students for whom I am certified to teach.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

36. Make sure that I have the space I need to teach and plan.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

37. Make sure that I have the equipment I need for my classroom (i.e.,computers, TV)

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

38. Does not assign me the most challenging students in the school all at one time.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

39. Help me coordinate related services for my students (i.e., speech-language, physical therapy, etc.)

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

40. Help me implement co-teaching strategies.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

41. Be available to help me solve professional problems or concerns.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

42. Provide me with clerical assistance to schedule meetings and complete paperwork.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

43. Help me write lesson plans.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

44. Keep the student diversity in my classroom to a minimum (grade levels and exceptionalities).

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

45. Give me information on ways to make my instruction meaningful.

1	2	3	4	5	6	7	8	9	10

46. Help me develop schedules to ensure that students are receiving the required hours of service.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

47. Provide me with strategies for working with paraprofessionals and instructional aides.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

48. Help me pick the right instructional programs for my students (i.e., for reading, math,etc.)

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

49. Communicate to the school staff that special education students and teachers are important.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

50. Help me get assistive technology devices for my students.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

51. Permit me to use my own judgment.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

52. Support my decision in front of other teachers.

	1	2	3	4	5	6	7	8	9	10	
No Provision	○	○	○	○	○	○	○	○	○	○	Maximum Provision

Part 3. Teacher and Classroom Characteristics

Part 3 will ask questions about teacher characteristics and classroom characteristics.

1. Please check your school site-assignment?

- [ ] Antelope Valley High School
- [ ] Eastside High School
- [ ] Highland High School
- [ ] Lancaster High School
- [ ] Littlerock High School
- [ ] Palmdale High School
- [ ] William "Pete" Knight High School
- [ ] Quartz Hill High School

2. Class Setting/Type of Special Education Service Delivery

- [ ] Resource Specialist Program (RSP)
- [ ] Special Day Class-Academic (SDC-A)
- [ ] Special Day Class -Behavior (SDC-B)
- [ ] Self-contained Classroom -Autism (AUT)
- [ ] Self-Contained Classroom - Trainable Mentally Handicapped (TMH)
- [ ] Self-Contained Classroom - PreVocational (PreVoc)
- [ ] Self-Contained Classroom - Severe Developmental Disabilities (SDD)
- [ ] Itinerant Services
- [ ] Other

3. Special Education Teaching Credential

- ○ Mild to Moderate
- ○ Moderate to Severe
- ○ Added Authorization
- ○ Other

4. Years of Teaching in Special Education

- ○ 0-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21 years and over

5. Caseload Size

- ○ 5-10
- ○ 11-20
- ○ 21-30
- ○ 31-40

6. Class Size

- ○ 5-10
- ○ 11-20
- ○ 21-30
- ○ Other

7. Number of Para educators or Instructional Aides

- ☐ 1
- ☐ 2 - 4
- ☐ 5 or more

APPENDIX B: PERMISSION TO USE THE TEACHER SENSE OF EFFICACY SCALE (TSES)

Dr. Anita Woolfolk Hoy
College of William and Mary
Ohio State University

Greetings!

My name is Angelina Dickey. I am a doctoral student in Educational Leadership at the California State University-Fresno. I am currently working on my dissertation on administrative support and how it relates to the self-efficacy of special education teachers. I would like to ask your permission to use the Teacher Sense of Efficacy (TSES) Survey for my study. The use of the TSES will greatly help in identifying special education teachers' efficacy in classroom management, instructional practices and student engagement. If you grant permission, please respond to this letter. If you have any question, please feel free to contact me at adickey@mail.fresnostate.edu, or at telephone 661-492-0982.

Respectfully,

Angelina Dickey

FRESNO STATE

Angelina Dickey <adickey@mail.fresnostate.edu>

Request to Use the TSES

Anita Woolfolk Hoy <anitahoy@me.com> Sun, Oct 8, 2017 at 1:01 PM
To: Angelina Dickey <adickey@mail.fresnostate.edu>

You are welcome to use the TSES in your research. This website might be helpful to you:

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

Best wishes in your work.
Anita

Anita Woolfolk Hoy, PhD
Professor Emerita
The ohio state university
7655 Pebble Creek Circle, Unit 301
Naples, FL 34108

anitahoy@mac.com
415-640-2017

http://u.osu.edu/hoy.17/
[Quoted text hidden]

Dr. Megan Tschannen-Moran
College of William and Mary
Ohio State University

Greetings!

My name is Angelina Dickey. I am a doctoral student in Educational Leadership at California State University-Fresno. I am currently working on my dissertation on administrative support and how it relates to the self-efficacy of special education teachers. I would like to ask your permission to use the Teacher Sense of Efficacy (TSES) Survey for my study. The use of the TSES will greatly help in identifying special education teachers' efficacy in classroom management, instructional practices and student engagement. If you grant permission, please respond to this letter. If you have any question, please feel free to contact me at adickey@mail.fresnostate.edu, or at telephone 661-492-0982.

Respectfully,

Angelina Dickey

William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

October 18, 2017

Angelina,

You have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), which I developed with Anita Woolfolk Hoy, in your research. You can find a copy of the measure and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch . Please use the following as the proper citation:

Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education

APPENDIX C: PERMISSION TO USE THE ADMINISTRATIVE SUPPORT SURVEY

Dear Dr. C. Yvonne Balfour
George Mason University
Graduate School of Education

Greetings!

My name is Angelina Dickey. I am a doctoral student in Educational Leadership at the California State University-Fresno. I am currently working on my dissertation on administrative support and how it relates to the self-efficacy of special education teachers. I would like to ask your permission to use the Administrative Support Survey for my study. The use of this instrument will greatly help in identifying the supports provided by special education administrators to special education teachers involved in my study. If you grant permission, please respond to this email. If you have any question, please feel free to contact me at adickey@mail.fresnostate.edu, or at telephone 661-492-0982.

Respectfully,

Angelina Dickey

FRESNO STATE

Angelina Dickey <adickey@mail.fresnostate.edu>

Permission to Use the Administrative Support Survey

Yvonne Balfour <cybalfour@gmail.com> Sun, Oct 8, 2017 at 7:55 AM
To: Angelina Dickey <adickey@mail.fresnostate.edu>

Dear Ms. Dickey-
I am pleased to grant you permission to use my Administrative Support Survey. All of the technical information regarding the survey is in my dissertation.

Good luck with your research.

C. Yvonne Balfour, Ph. D.
[Quoted text hidden]

APPENDIX D: IRB APPROVAL CALIFORNIA STATE UNIVERSITY, FRESNO

Instructions: This form is to be completed by those conducting research with human subjects.
Please review the Policy and Procedures for Research with Human Subjects at California State University, Fresno, (in the Student Corner on the Doctoral Program webpage) to help you define the category of exemption for which you are applying.

Application Category (please check the appropriate category in which your research falls)

a. X Exempt (complete Section I and Section Il)
b. Minimal Risk (complete Section I and Section Ill) c, At Risk (complete Section I and Section Ill.) Research in this category will also need to be reviewed by the University Board on the Protection of Human Subjects

Please attach the following materials to your application and check the boxes to indicate they are attached.

1. Copy of Chapter 3
2. Copy of Survey or Research Instrument
3. Copy of Informed Consent
4. Appropriate signature from Dissertation Chair

Note: Incomplete applications will not be processed. Incomplete forms will be returned for the required information. No data collection involving human subjects may take place until the proposal has been approved by all required reviewers.

Section I.

Complete all sections. If a section is not applicable, indicate with N/A

Student Information
Name : Angelina Dickey
Student ID: 109484693
Phone 661-492-0982
Title of Exploring the Relationship Between Administrative Support and the Study: Self-efficacy of Special Education Teachers
Principal Investigator

Name:	Randy Schultz, Ed.D.
Department: Education	
Mail stop: AV	Main EDUC 224, 43909 30th St. west, Lancaster, CA 93536
Phone:	661-952-5015

Section II.

Exempt: If you believe that your research project is exempt from full review by the Committee on the Protection of Human Subjects. Please complete this section.

Student's Statement of Exemption

In my judgment, my proposed research involving human subjects is exempt from consideration. The following section(s) of the CSUF "Policies and Procedures for Research with Human Subjects" apply to my research and to my statement:

X 3.5.2A	3.5.2C	3.5.2E
3.52B	3.5.2D	3.5.2F

Statement of Basis for Exemption: Student Research- Research conducted by students solely for a doctoral dissertation (Educational Leadership 599)

Student Signature

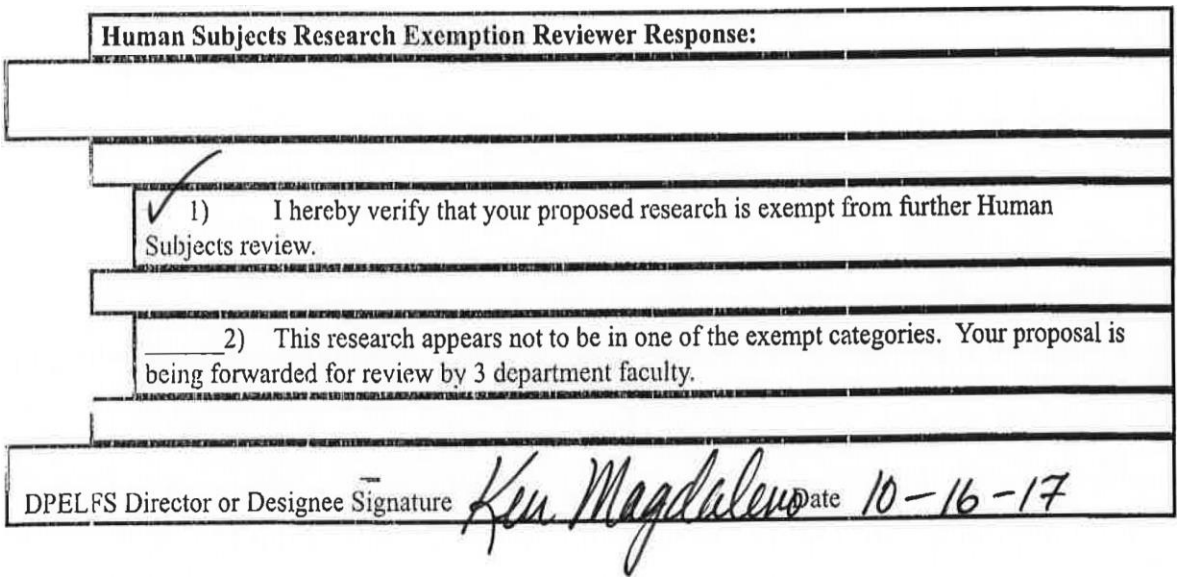
10/10/2017
10 Date

Principal Investigator Signature

Principal Investigator Signature

Expires one year from above date.

10/11/17
Date


Human Subjects Research Exemption Reviewer Response:

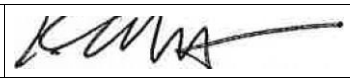
✓ 1) I hereby verify that your proposed research is exempt from further Human Subjects review.

_____2) This research appears not to be in one of the exempt categories. Your proposal is being forwarded for review by 3 department faculty.

DPELFS Director or Designee Signature Ken Magdaleno Date 10-16-17

Section 111.

Minimal Risk and At Risk Research: A departmental review by at least three faculty who are not involved in the research under consideration is required for research that does not meet exempt status. Each faculty reviewer should indicate whether they believe the research is Minimal Risk or At Risk.

Name	Level of Risk	Signature
Principal Investigator:	Risk *minimal Risk	 PI signature
Reviewer:	At Risk C.]Minimal Risk	Approve• Disapproved: Comments:

Reviewer:	At Risk Minimal Risk 1	Approve: Disapproved: Comments:
Reviewer:	At Risk Minimal Risk	Approve: Disapproved: Comments:

Principal Investigator notified of HS approval on (date) by (name)

APPENDIX E: PERMISSION TO ADMINISTER THE SURVEY TO SPECIAL EDUCATION TEACHERS

October 16, 2017

Dr. David Vierra
Superintendent
Antelope Valley Union High School District

Dear Dr. Vierra:

I am Angelina Dickey, Special Education teacher (SDC) at Lancaster High School, and concurrently a doctoral student at the California State University Fresno-Bakersfield Joint Educational Leadership Program. I am writing to request your approval for me to administer the Teachers Self-Efficacy Survey and Administrative Support Survey to special education teachers in the Antelope Valley Union High School District. The survey will ask questions related to teachers' beliefs of their self-efficacy, or capabilities in instructional practices, classroom management and student engagements as well as their beliefs about the support provided by their school site special education administrators. Teachers will be able to access the survey through this link: http://bit.ly/2wCv0vV .

Through the TSES and the Administrative Support Survey, I hope to collect data and provide analysis that may be valuable when making decisions regarding professional development, mentoring, and other programs that will help strengthen special education teachers' efficacy, and consequently produce positive outcomes for students with special needs enrolled in our district.

Enclosed, please find the Institutional Review Board (IRB)-Fresno State approval for my dissertation proposal, and a copy of the Teacher Efficacy and Administrative Support Survey. I will be happy to provide answers to your questions regarding this request. My email is adickey@avhsd.org or adickey@mail.fresnostate.edu, and my telephone is 661-492-0982. My dissertation committee chairman, Dr. Randy Schultz can also be reached at rschultz@csub.edu and telephone 661-952-5015.

Sincerely,

Angelina Dickey

Authorized for Distribution by:
David J. Vierra Ph.D., Superintendent
Participation is Optional. 10/19/17

Teacher Sense of Efficacy and Administrative Support Survey

Dear fellow Special Education Teacher,

Thank you for your participation to this survey regarding special education teachers' self-efficacy, or beliefs about instruction, classroom management and student engagement as well as beliefs about administrative support for special education teachers. It will take about 15-20 minutes to complete this survey.

Part 1 will ask questions about teacher efficacy while Part 2 will ask questions about administrative support. Part 3 of the survey will ask questions about teacher characteristics and classroom characteristics questions.Please reflect on your answers. Your responses will be kept confidential.

Again, thank you for completing this survey.

Angelina Dickey
Special Education Teacher, Antelope Valley Union High School District
Doctoral Student, Doctoral Program in Educational Leadership-Fresno State

October 19, 2017

Dr. David Vierra

Superintendent

Antelope Valley Union High School District

Greetings!

Thank you for approving my request to administer a survey to special education teachers in the district as part of my doctoral dissertation entitled "Exploring the Relationship Between Administrative Support and the Self-Efficacy of Special Education Teachers." I hope that data collected through the survey will be helpful in identifying quality administrative support, and will be useful in building special education teachers' capabilities in instruction, classroom management, and student engagement.

To administer the online survey, I will be sending electronically two letters to special education teachers in the district. The first letter will be an invitation containing the link to the online survey. The second letter will be sent to special education teachers a week following the first letter to encourage more survey completion.

Please find the letters attached. Thank you.

Truly yours,

Angelina Dickey

Special Education Teacher-Lancaster High School

Doctoral Student, Doctoral Program in Educational Leadership-Fresno State

Tel. 661-492-0982

Email: adickey@avhsd.org or adickey@mail.fresnostate.edu

APPENDIX F: INVITATION LETTER TO SPECIAL EDUCATION TEACHERS

Dear Fellow Special Education Teachers,

I am Angelina Dickey, special education teacher from Lancaster High School, and currently a doctoral student from the Doctoral Program in Educational Leadership-Fresno State. For my dissertation, I would like to explore the relationship between special education administrative support and the self-efficacy of special education teachers.

To collect the data for this research, I am inviting you to participate in a survey. This link will give you access to the survey: http://bit.ly/2wCv0vV .

It is hoped that the knowledge gained from this study will identify specific administrative supports that will help build the capabilities of special education teachers in instruction, classroom management, and student engagement.

Please reflect on your answers. It will take 15-20 minutes to complete the survey. Your responses will be kept confidential.

As an incentive, one teacher for each comprehensive school site, or eight special education teachers in the district will have a chance to win a $25 gift card.

Yours truly,

Angelina Dickey

Special Education Teacher, Antelope Valley Union High School District

Doctoral Student, Doctoral Program in Educational Leadership-Fresno State

Telephone: 661-492-0982

Email: adickey@mail.avhsd.org or adickey@mail.fresnostate.edu

APPENDIX G: INVITATION LETTER TO SPECIAL EDUCATION TEACHERS

Dear Fellow AVUHSD Special Education Teachers,

A week ago, you received an e-mail message asking you to assist in exploring the efficacy beliefs and the beliefs of special education teachers about the support provided by their school site special education administrators by filling out an online survey. If you have filled out the survey, thank you!

If you have not had a chance to take the survey yet, I would appreciate your reading the message below and completing the survey. It should take approximately 15-20 minutes to complete the survey.

This message has been sent to all special education teachers in the Antelope Valley Union High School District. Since no personal data is retained with the surveys for reasons of confidentiality, I am unable to identify whether or not you have already completed the survey.

To take the web-based survey, click on http://bit.ly/2wCv0vV . Thank you for your time!

Best regards,

Angelina Dickey

Special Education Teacher, Antelope Valley Union High School District

Doctoral Student in Educational Leadership, California State University-Fresno State

Tel. 661-492-0982

Email: adickey@mail.fresnostate.edu or adickey@avhsd.org

APPENDIX H: ADMINISTRATIVE SUPPORT DESCRIPTIVE STATISTICS

Questions	Minimum	Maximum	Mean	Std. Deviation
1. Support my decisions in front of parents.	1.00	10.00	6.4100	2.51097
2. Make me feel that I am making a difference.	1.00	10.00	5.8700	2.68800
3. Be interested in what I do in my classroom.	1.00	10.00	5.5500	2.68695
4. Give me information about modifying instruction.	1.00	10.00	4.9500	2.59516
5. Give me input about instructional techniques that will improve my teaching.	1.00	10.00	5.1300	2.69176
6. Provide me with reliable feedback about my IEPs.	1.00	10.00	4.9000	2.84800
7. Ensure that I have enough planning time.	1.00	10.00	4.2800	2.74167
8. Take an interest in my professional development and give me opportunities to grow.	1.00	10.00	5.7300	2.75921
9. Give me genuine and specific feedback about my work.	1.00	10.00	5.4040	2.82814
10. Tell me when I am on the right track with my work.	1.00	10.00	5.2200	2.82693
11. Help me interpret state curriculum standards and apply them to teaching my special education students.	1.00	10.00	4.8000	2.73769

Questions	Minimum	Maximum	Mean	Std. Deviation
12. Show confidence in my actions and decisions.	1.00	10.00	5.8600	2.84275
13. Observe frequently in my classroom.	1.00	10.00	4.7000	2.57219
14. Help me select or create curriculum for students with disabilities.	1.00	10.00	4.3333	2.76273
15. Be available to discuss my personal problems or concerns.	1.00	10.00	5.1700	2.87818
16. Help me decide when and how to teach certain subjects.	1.00	10.00	4.4300	2.63717
17. Help me use my lesson plan effectively.	1.00	10.00	4.2800	2.69335
18. Suggest alternative materials for students who are struggling.	1.00	10.00	4.4141	2.69546
19. Help me select appropriate instructional materials.	1.00	10.00	4.3800	2.76625
20. Provide me with reliable input about the progress reports I write for my students.	1.00	10.00	4.1700	2.72680
21. Keep me informed of school and district events.	1.00	10.00	6.3737	2.65571
22. Listen and give me undivided attention while I am talking.	1.00	10.00	6.0808	3.00909
23. Help me follow the federal and state special education regulations.	1.00	10.00	5.8788	2.78580

Questions	Minimum	Maximum	Mean	Std. Deviation
24. Seek my input on important issues in the school.	1.00	10.00	4.5900	2.81445
25. Make sure that I do not have to switch between too many grade levels and subjects.	1.00	10.00	5.1313	3.00899
26. Provide me with reliable feedback about the assessment I conduct on my students.	1.00	10.00	4.3400	2.73112
27. Help me ensure that I meet confidentiality requirements.	1.00	10.00	5.7879	3.06818
28. Help me get information from the special education department in my school district.	1.00	10.00	5.7600	2.85020
29. Give me reliable information about due dates for my special education paperwork.	1.00	10.00	6.1700	2.91653
30. Give me recognition for a job well done.	1.00	10.00	5.0306	3.01698
31. Recognize special projects or programs in my classroom.	1.00	10.00	5.0303	2.85162
32. Arrange my schedule in a way to reduce the time I spend on paperwork and in meetings.	1.00	10.00	4.5500	2.88981
33. Help me find information in special education files.	1.00	10.00	4.6300	2.94959

Questions	Minimum	Maximum	Mean	Std. Deviation
34. Provide me with the funds I need to get supplies.	1.00	10.00	4.6263	2.92974
35. Assign me to work with students for whom I am certified to teach.	1.00	10.00	7.3939	2.65275
36. Make sure that I have the space I need to teach and plan.	1.00	10.00	6.0303	2.94318
37. Make sure that I have the equipment I need for my classroom (i.e., computers, TV)	1.00	10.00	5.6900	2.90835
38. Does not assign me the most challenging students in the school all at one time.	1.00	10.00	5.0800	2.86631
39. Help me coordinate related services for my students (i.e., speech-language, physical therapy, etc.)	1.00	10.00	5.0900	3.07514
40. Help me implement co-teaching strategies.	1.00	10.00	4.6100	2.83162
41. Be available to help me solve professional problems or concerns.	1.00	10.00	5.5000	2.87632
42. Provide me with clerical assistance to schedule meetings and complete paperwork.	1.00	10.00	5.6400	2.93540
43. Help me write lesson plans.	1.00	9.00	3.4400	2.58715
44. Keep the student diversity in my classroom to a minimum (grade levels and exceptionalities).	1.00	10.00	5.1500	2.78297

Questions	Minimum	Maximum	Mean	Std. Deviation
45. Give me information on ways to make my instruction meaningful.	1.00	10.00	4.9500	2.77934
46. Help me develop schedules to ensure that students are receiving the required hours of service.	1.00	10.00	4.9899	3.08880
47. Provide me with strategies for working with paraprofessionals and instructional aides.	1.00	10.00	4.5900	2.90279
48. Help me pick the right instructional programs for my students (i.e., for reading, math, etc.)	1.00	10.00	4.6300	2.85563
49. Communicate to the school staff that special education students and teachers are important.	1.00	10.00	4.6700	3.09465
50. Help me get assistive technology devices for my students.	1.00	10.00	5.1800	2.75013
51. Permit me to use my own judgment.	1.00	10.00	6.7600	2.96825
52. Support my decision in front of other teachers.	1.00	10.00	6.3300	2.84642