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THE RELATIONSHIP BETWEEN ADMINISTRATIVE SUPPORT AND TEACHER EFFICACY N THE PROFESSIONAL LIFE OF SPECIAL EDUCATION TEACHERS

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THE RELATIONSHIP BETWEEN ADMINISTRATIVE SUPPORT AND TEACHER EFFICACY IN THE PROFESSIONAL LIFE OF SPECIAL EDUCATION TEACHERS

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University

by

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Abstract

THE RELATIONSHIP BETWEEN ADMINISTRATIVE SUPPORT AND TEACHER
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Administrative support plays a vital role in the self-efficacy of special education teachers (Otto & Arnold, 2005). In order to meet the education needs of special education students and comply with Individuals with Disabilities Education Improvement Act (IDEA, 2004) and the No Child Left Behind Act of 2001 (NCLB, 2002), education leaders and policy makers need to be aware of the correlation between stronger administrative support and special education teacher self-efficacy (Thornton, Peltier, & Medina, 2007). Research shows that one of the most important administrative tasks is to demonstrate an understanding of the special education teachers' role (Otto & Arnold). Given the consistent positive impact of teacher self-efficacy, it is imperative to identify constructs that increase perceived self-efficacy or that act in concert with self-efficacy to obtain positive results (Nir & Kranot, 2006). This paper examines the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level

administrators of special education. This type research is needed in order to provide

building-level administrators in this central Virginia school system with definitive

leadership strategies to use in their efforts to support special education teachers.

Recommendations for future research are offered.

Chapter 1

Overview of the Study

Today's educational system is confronted with a serious challenge. Access to a free, appropriate education is essential to the distinctive American promise of equal opportunity for all (Edgar & Pair, 2005). The passage of landmark federal legislation in 1975; currently known as the Individuals with Disabilities Education Improvement Act (IDEA, 2004), was a commitment given to children with disabilities. According to the United States Department of Education (2010), public schools across the United States support over six million students with a multitude of disabling conditions. Billingsley (2007) states the delivery of educational services to preschoolers, children, and youth with disabilities requires adequate numbers of qualified special education teaching staff. A means of assessing one's level of motivation in teaching these students is the construct of teacher self-efficacy.

The support of the administrator contributes greatly to the self-efficacy of special education teachers (Otto & Arnold, 2005). One of the most significant tasks of a school administrator as indicated by research is to exhibit an understanding of the role of special education teachers (Otto & Arnold). Additionally, Otto and Arnold state special educators feel less isolated from other teachers when conversations with an administrator are noteworthy. Billingsley (2004) maintains that strong administrative support serves to in further developing special education teachers who desire to grow professionally and seek ways to positively impact student achievement.

Purpose of the Study

The purpose of this study is to research the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level administrators of special education at three educational levels: elementary, middle school and high school. Two hundred twenty-nine teachers in a Virginia public school district and twenty three building-level administrators of special education will be surveyed to examine the aspects of teacher self-efficacy and administrative support. A survey research design is appropriate to quantify factors that may affect teacher efficacy and administrative leadership.

This type of research is needed in order to provide building-level administrators in this central Virginia school system with leadership strategies to use in their efforts to support special education teachers. Ideally, according to Washburn-Moses (2005), when building-level administrators demonstrate the specific leadership behaviors perceived by special education teachers as valued support, the school district should discern a positive effect. Such data can provide a basis for implementing plans and programs to maintain special education teachers' effectiveness plus the awareness for school leaders of factors that influence teacher self-efficacy.

This research will add to the body of leadership knowledge so that school districts with a similar makeup to the researched school system may be able to use the information to make improvements in their own districts. School leaders that are experiencing high special education teacher turnover may collaborate to develop and share common methods that have been successful. Research-based and effective leadership approaches

employed by other school districts are vital when trying to retain current special education teachers or to attract new special education teachers. The results of the study will suggest pathways for school leaders in comparable districts to investigate their administrative support and its impact on special education teachers' self-efficacy.

Overview of the Literature

Sustaining the involvement and commitment of special education teachers in the educational field is one of the main challenges in the field of special education (Billingsley, 2007). In order to continue learning from research-based practices in schools, highly qualified special education teachers are essential.

This study is grounded in a theoretical foundation that includes the context of special education teaching, self-efficacy of special education teachers, and building-level administrators support for special education teachers. The following section provides a brief description of this foundation, which is discussed in more detail in the literature review in Chapter 2.

Context of Special Education Teaching

In the United States, until the 1900s, individuals with disabilities were people to be feared resulting in actions such as shunning and punishment (Barlett, Etscheicdt, & Weisenstein, 2007). Individuals with disabilities were isolated from the community and often placed in institutions that were privately operated (Bartlett, et al. 2007). Due to the effect that students with disabilities had on teachers and other students, the widespread

practice was to deny students with disabilities the option to be part of the general education classroom (Pulliam & Van Patten, 2007).

The provision of a free and appropriate public education (FAPE) to students with disabilities depends greatly upon the number of highly qualified special education teachers in the classroom. Data available from the United States Department of Education (2010) indicate that there is a shortage of special education teachers in the United States. Thirty three percent of the nation's school districts report special education teacher shortages (U.S. Department of Education, 2010). According to these data, more than forty percent of special education positions in the United States have been filled each year by uncertified personnel.

Billingsley (2004) contends that a major obstacle in special education today is creating a diverse work force of qualified teachers. Billingsley maintains that highly qualified teachers help to increase student achievement substantially, yet, locating and maintaining effective special educators has been a long standing problem in special education.

A vital role of school administrators in retaining special education teachers is to offer support to them. According to Billingsley (2007), and Otto and Arnold (2005), the perception of special education teachers is that they receive minimal support from their administrators. Administrative support was defined as inclusive of such things as offering scheduled time for collaboration and planning with general education teachers, providing scheduled time to complete special education paperwork, and affording meaningful in-service opportunities. Greater levels of administrative support have been

shown to be related to enhanced job satisfaction and less stress among special educators (Billingsley, 2004; Gersten, 2001).

Kaff (2004) asserts that given the increasing population of students with disabilities, and the declining supply of special education teachers, the attrition of special educators is problematic. The dearth of qualified special education teachers threatens the quality of education received by students with disabilities (Billingsley, 2007). Numerous researchers validate Billingsley (2007) that the one consistent factor among special education teachers was the influential task of administrative support (Wynn & Brown, 2008; Garrison-Wade, Sobel, & Fulmenr, 2007; Otto & Arnold, 2005).

Self-Efficacy of Special Education Teachers

In order to meet the educational needs of special education students and comply with Individuals with Disabilities Education Improvement Act (IDEA, 2004) and the No Child Left Behind Act of 2001 (NCLB, 2002), education leaders need to be aware of the correlation between stronger administrative support and special education teacher self-efficacy (Thornton, Peltier, & Medina, 2007). Albert Bandura (1977) is known as the individual who originally developed the concept of self-efficacy. He argued that human behavior is affected by the principle that certain behaviors lead to certain outcomes. Self-efficacy, according to Bandura was defined as a personal belief that in order to reach certain goals, one must perform in an appropriate and effective manner.

An essential characteristic of an effective teacher, self-efficacy, is strongly related to the success in teaching (Brouwers & Tomic, 2003). Teachers with high self-efficacy are more conscientious in focusing on the success of low ability students, more

innovative towards new ideas, and less likely to experience burn-out (Brouwers & Tomic, 2003; Ross & Bruce, 2007). Additionally, Tschannen-Moran and Woolfolk-Hoy (2001) state teachers with high self-efficacy exhibit a passion for teaching and are more likely to remain in the teaching profession.

A study by Hipp and Bredeson (1995) discovered a strong direct link in the relation between teacher self-efficacy and the leadership style of administrators. Hipp and Bredeson concluded that transformational leaders are more likely to create the kind of job atmosphere that boosts individual satisfaction which enhances the development of teacher efficacy. In an attempt to reassess Hipp and Bredeson's findings, a study by Nir and Kranot (2006) investigated whether teacher efficacy varies across leadership styles. Their study suggested positive job experiences promote teacher satisfaction which improved overall teacher efficacy.

Those who report higher levels of job satisfaction are more likely to plan on remaining in the field (Billingsley, 2007). It is essential to identify those constructs that result in job satisfaction. Given the consistent positive impact of teacher self-efficacy, being able to identify constructs that increase perceived self-efficacy is key (Nir & Kranot, 2006).

Limited research on the relation between school administrators and teacher self-efficacy can be found within the special education realm. Coladarci and Breton (1997) studied the relation between supervision and teacher efficacy within the resource room. They concluded that resource teachers who perceived supervision to be helpful tended to

report a higher sense of teacher efficacy than those who perceive supervision as less positive.

Extending current research would be beneficial to both the special education teachers and building-level administrators. More research may impact the understanding of how higher levels of teacher self-efficacy and specific administrative strategies work together to enhance the level of support felt by special education teachers.

Building-Level Administrators and Special Education Teacher Support

When considering the cost factor and the quality of services received by students with disabilities, one of the main duties for administrators is to maintain a qualified and diverse special education teaching force. Of the factors that impact in the level of special education teachers' self-efficacy, the quality of administrative support is one of the most powerful predictors (Gehrke & Murri, 2006; Kaff, 2004).

Creating positive administrative support will sustain special educators' involvement and commitment to their work (Billingsley, 2007). It is vital that school administrators understand why special education teachers remain with their districts and recognize the various strategies and methods that can be put into action to support special education teachers.

The U.S. Department of Education (2010) maintains that across the United States, more than 19,000 administrators hold the primary responsibility of leading and managing the delivery of special education and related services in state departments and local school systems. Administrators who serve as instructional leaders, according to Billingsley (2005), were the most significant determining factor of effective schools.

Due to the mandates of NCLB (2002), greater administrative responsibility lies in their ability to ensure that students with disabilities have access to the general education curriculum (DiPaola & Walther-Thomas, 2003).

The maintenance of effective special education services has become an overwhelming challenge that faces building-level administrators in leading their learning communities (Thornton, Peltier, & Medina, 2007). Research suggests administrative leadership is pivotal in implementing quality special education practices. Having knowledge of and implementing specific administrative support strategies contributes to the success of the special education teacher (Gersten, 2001).

Billingsley (2007) asserted that endeavors to increase the effectiveness of special education teachers should be a priority for the school and district leaders. Extending current research by providing specific administrative strategies to enhance the support of special education teachers and providing opportunities for greater special education teacher self- efficacy would result in stronger educational programs (Thornton, Peltier, & Medina, 2007).

Gersten (2001) argued that the collective impact of both principal and collegial support can not only remedy some of the problems experienced by special educators in their buildings but also provide supports needed in order to utilize research based practices in the special education realm. Because administrators are powerful in creating conditions within the school organization (Billingsley, 2004), they have an impact on various dimensions of school life, such as school climate, teacher roles, and resources. In particular, Billingsley asserted educational leaders who are successful in facilitating

shared goals, values, and professional growth opportunities help create collaborative environments in which all staff members support and learn from each other.

Summary

Building-level administrators and special education teachers must work together to provide supports at the school level that promote special education teachers' self-efficacy. Several studies identified the lack of administrative support as a factor relating to minimizing the effectiveness and overall success of special education teachers (Billingsley, 2007; Thornton, Peltier, & Medina, 2007; Otto & Arnold, 2005), additional research is needed to fully understand the dynamics of the interaction between special education teachers and building-level administrators of special education.

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Research Questions

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Research is needed to understand the dynamics of the interaction between special education teachers and building-level administrators of special education. Furthermore, additional research is needed to determine if administrative support impacts special education teachers' self-efficacy. This study proposes to conduct research into the following three key questions:

1. Which building-level administrative support construct is the most powerful predictor of teacher self-efficacy?

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

3. How do special education teachers' perceptions of the support provided compare to their special education administrators' perception of the support they provide?

Hypotheses

As researchers test hypotheses, they may find that the results do not support their initial assumptions. With data collected, the results may support or negate the hypothesis. Based on the research questions, the following null hypotheses were developed for this study:

1. There is no one administrative support construct that is the most powerful predictor of teacher self-efficacy.

2. There is no significant relationship between the perception of building-level administrative support and self-efficacy among special education teachers.

3. There is no significant comparison between special education teachers' perceptions of the administrative support provided to their special education administrators' perception of the support they provide.

Design and Methods

Two preexisting survey instruments, The Administrative Support Survey developed

by Balfour (2001), and Teacher's Self-Efficacy Survey (Tschannen Moran & Woolfolk-Hoy, 2001) will be amalgamated into a single survey and given to the 229 special education teachers and 23 building-level administrators of special education at the elementary, middle school and high school levels within the school district. Descriptive

statistics will be analyzed among and between the various levels of special educators. Convenience sampling will be utilized due to the preselected criteria of the three levels of special education teachers being relevant to the particular research questions. Each section of the survey will seek to disclose important information for the research questions in the study.

In Part I of the survey, the requested information will ascertain that the respondents are full-time special education teachers and building-level administrators of special education, and therefore, fit the parameters of the study. In Part II of the survey, all respondents will be asked to rate the value of administrative support on a 4 point rating scale (1=*not valuable*, 2=*somewhat valuable*, 3=*very valuable*, and 4=*extremely valuable*). The respondents will also be asked to rate self-efficacy using a 4 point rating scale (1=*very little*, 2=*some influence*, 3=*quite a bit*, and 4=*a great deal*).

In this online survey all participants will be asked identical questions in the same order. The response categories will be fixed; allowing for meaningful comparison of responses across participants.

Assumptions

For the purpose of this study, it is assumed that all participants who complete the survey responded honestly to each question. The assumption is that each participant's response represents his or her feelings regarding administrative support and self-efficacy. A second assumption is that all special education teachers and building-level special education administrators were surveyed using the same instrument. It is assumed that

only special education teachers and building-level administrators of special education completed the survey. Finally, to the extent that the findings of this study are generalized, it is assumed that the information attained regarding special education teachers in this particular school district could apply to other school districts with similar demographics.

Limitations

Researchers should share the limitations or threats to internal validity of a study in order to identify any potential weaknesses as well as assist readers of the study as they critic to what extent the findings can be used in similar studies (Creswell, 2003). For this study, school district personnel administrators released data on current employees according to school district policy in order to maintain confidentiality of participants; therefore, this survey was limited to special education teachers and building-level administrators employed full-time in this particular school district during the 2012-2013 school year.

Secondly, this study used special education teachers and building-level administrators of special education who voluntarily completed the surveys. The school district currently employs 229 special teachers with 23 building-level administrators of special education. Future studies using a larger sample may obtain a greater range of input from special education teachers and building-level administrators. In addition, this study had a limited timeframe and restricted financial resource with which to conduct the research. Finally, there are other factors in addition to administrative support that may have an effect on teacher self-efficacy and administrative support that are not identified in this research study.

Summary

One of the most daunting tasks in the field of special education is attracting and retaining highly qualified special education teachers. Special education teachers leave their profession in greater numbers than do their general education teacher counterparts (Nichols & Sosnowsky, 2002). According to Thornton, Peltier, and Medina (2007), when considering special education positions, ninety-eight percent of schools in the United States are exerting a great deal of effort to fill them with qualified individuals.

Self-efficacy has been defined as the feeling that an individual has the awareness and expertise to promote positive change in their environment. According to Bandura (1993), defines perceived self-efficacy as a person's ability to produce a level of performance that influences events in the life of individuals. Teachers' level of self-efficacy correlates with their capability to impact students' behavior and enthusiasm for learning.

Building-level administrative support is essential to the retention of quality special education teachers (Weiss, 2001). Researchers have revealed that teachers who are not satisfied with administrative support are less satisfied with their roles as special education teachers (Ingersoll, 2002). The lack of administrative support has been identified as a cause of teacher attrition, according to Weiss (2001), yet, researchers have not been able to identity specific administrative support attributes valued by special education teachers.

Balfour (2001) found that special education teachers were not receiving the support they expected from their administrators. Further research suggested by Weiss

(2001) and Balfour (2001) was in the area of identifying specific support actions recognized by special education teachers as being of value. Theoretically, providing the desired supports should reduce special education teacher attrition (Weiss, 2001).

Results from this study could be utilized to create practices to increase those administrative supports identified as valuable. The retention of qualified teachers represents a partial solution to the teacher shortage, and facilitates school compliance with federal mandates (Ingersoll, 2002). The results of this study could also be used to help building-level administrators focus their efforts on providing specific supports of value to the special education teachers.

Chapter 2 presents a detailed literature review of the factors that relate to the context of special education teaching, self-efficacy of special education teachers, and building-level administrators and special education teacher support. Chapter 3 presents the methodology and procedures of the study. It presents the research approach and design, instrumentation, procedures, data analysis procedures, and human subjects and ethics provisions. Chapter 4 presents data findings, organized by the research questions. Chapter 5 presents a discussion of major findings, conclusions and recommendations for practice and further research based upon the findings in the study.

Definition of Terms

For the purpose of this study the following technical terms are defined.

Building-level administrator of special education: Principal, Assistant Principal, or Senior Teacher responsible for overseeing special education programs within the school

Collaborative classroom: A classroom where special education services are delivered within the general education classroom. Classroom teacher and special education teacher share responsibility for key decisions and share accountability for student outcomes.

General education teachers: Individuals who teach curriculum designed to meet state standards.

Resource room: A classroom where a special-education teacher works with a small group of students, using techniques that work more efficiently with a special-needs population is resource room. A resource room environment provides needed students with additional help while letting such students remain generally with the mainstream.

Special education: Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically disabled; (2) emotionally disabled; (3) culturally different including compensatory education; (4) intellectually disabled; and (5) students with learning disabilities (U.S. Department of Education, 2010)

Special education teacher: A staff member assigned the professional activities of instructing pupils in self contained classes or courses or in classroom situations; usually expressed in full time equivalents (U.S. Department of Education, 2010)

Teacher self-efficacy: The extent to which a teacher feels capable to help students learn (Tschannen-Moran & Woolfolk-Hoy, 2001)

Chapter 2

Review of Relevant Literature

This literature review is organized into the following major sections: (a) the context of special education teaching, (b) self-efficacy of special education teachers, and (c) the

building-level administrators and special education teacher support.

Research included in the review of the literature was found using an exhaustive search of electronic databases including ERIC and Psychological Abstracts. Research terms included special education, social cognitive theory, self-efficacy, administrative support, and administrative leadership. The reference sections of the literature reviewed were scrutinized for additional sources and research.

Benz, Lindstrom and Yovanoff (2000) and Gersten, Keating, Yovanoff, and Harniss (2001) concur that administrative support for special education teachers enhances the outcome for student with disabilities. Furthermore, the level of administrative support affects the degree to which teachers implement interventions designed to enhance student performance (Embich, 2001). While concerns begin to mount in regards to special education teachers' attitude towards staying in the field, emphasis on the importance of the administrator's role in supporting special education teachers is prevalent.

Administrators who clearly understand the needs of students with disabilities, IDEA, and the instructional challenges faced by special education teachers are more equipped to provide appropriate support. As a leader, the overarching goal consists of

utilizing best practices, enhancing the work environment, and remaining committed to ensuring success for all students.

Context of Special Education Teaching

Children with special needs have not always been the focal point of educational policy. In this section, I will trace the emergence of this focus from the legislative perspectives. I have chosen to begin this historical perspective of the Civil Rights Era (thought the mid-70's), Era of Inclusion (the 80's and a Nation at Risk when mainstreaming was introduced) and Era of Accountability (90's to present). Following the historical perspective, I will explore the implications for the teaching profession.

Starting Point

According to Martin, Martin, and Terman (1996), prior to the 1950's, few federal laws supported educational benefits to students with disabilities. In public schools across the United States, racial segregation was the standard. The U.S. Supreme Court's ruling of *Brown v. Board of Education* in 1954 argued that schools portrayed black students as inferior to whites; therefore, creating inherently unequal schools (Outlaw, 2004). As an aftermath, educating children with disabilities shifted from residential institutions to community-based programs (Beyer & Johnson, 2005).

Martin, Martin, and Terman (1996) claimed that no state could claim that all its students with disabilities were served during the 1960s era. Until 1975, approximately four million students with disabilities in the United States were excluded from the public school educational setting based on the nature of their academic needs (Pulliam & Van

Patten, 2007). Individuals with disabilities were merely accommodated opposed to actually being evaluated and instructed at their appropriate educational level (Pulliam & Van Patten). Furthermore, Pulliam and Van Patten (2007) state these students were often placed in segregated classroom or in general education classrooms without appropriate support.

This situation began to change when a federal district court class action suit, known as *Mills v. Board of Education of District of Columbia,* 348 F. Supp. 866 (D. DC 1972) addressed the denial of a public school education for seven children with a range of disabilities (Yell, Shriner, & Katsiyannis, 2006). The Mills case compelled federal legislation to pass "Education for All Handicapped Children Act: (EHA) in 1975 which established the right to public education for all children regardless of disability. Currently, this law, sanctioned as the Individuals with Disabilities Education Act (IDEA), requires schools to provide individualized educational plans for children with qualifying disabilities (Martin, Martin & Terman, 1996).

Ryor (1978) asserted that one of the most significant federal legislation to affect public education was Public Law 94-142; an amendment to Part B of the Education of the Handicapped Act. According to Boyer (1979), this law was intended to help schools provide equal opportunity in education for children who need more attention and understanding than most. Furthermore, Boyer (1979) stated that public policy mandated by Congress, included the right for students with disabilities to be educated at public expense.

The 1980s presented a national concern for students with disabilities and their families. In 1983, highlights in "A Nation at Risk" pointed to the shortage of special education teachers; which remains much the same today (U.S. Education, 2008). Academic challenges occur for students with disabilities when failure to address issues such as recruiting and retaining highly qualified special education teachers transpires(Vannest, Mahadevan, Mason, & Temple-Harvey, 2009).

In the thirty-eight years since the passage of Public Law 94-142, significant progress has been achieved toward developing and implementing programs and services for individuals with special needs (McLaughlin & Nolet, 2005). Before IDEA, McLaughlin and Nolet (2005) further assert that countless children were denied opportunities to learn. Due to the development of various state and federal laws, these students receive their education along side non-disabled peers.

In January, 2002, the reauthorized Elementary and Secondary Education Act of 1965 (ESEA) was signed into law as the No Child Left Behind Act (NCLB, 2002). The purpose of this federal act was to minimize the achievement gap between students in the general education curriculum and those students identified as being minority, economically disadvantaged, and/or disabled (DiPaolo & Walther-Thomas, 2003; Pulliam & Van Patten, 2007).

Impact of Higher Standards

For many years competent, trained special education teachers have been in short supply (Billingsley, 2003). Failure to address issues such as recruiting and retaining highly qualified special education teachers will mean that individuals with special needs

will suffer the significant impact in achievement (DiPaola, Tschannen-Moran, &
Walther-Thomas, 2004).

According to the U.S. Department of Education (2010), the NCLB Act has
brought participation in the general education curriculum to a new level for students with
disabilities. These students participate in state accountability testing programs and also
meet the same rigorous state standards as those required of non-disabling peers. Schools
across the United States are exerting a great deal of effort to meet the requirements of
Adequate Yearly Progress (AYP) of NCLB (2002) and avoid the consequences of being
labeled as a failing school (Edmonds & Spradlin, 2010). Failure to meet AYP in the
single subcategory group of students with disabilities (U.S. Department of Education,
2010) causes many schools to fail in meeting the requirements of AYP.

Increasing Enrollment and Decreasing Staff

Research substantiates the impact of good teaching on student success including
that of special education student success (Billingsley, 2005). NCLB (2002) addressed the
need for qualified teachers and set specific deadlines for schools to provide a competent
teacher in every classroom. U.S. Department of Education (2010) reported that 6,606,
695 students were served under IDEA, Part B which was 10% of the total population of
students age 3-21 during the 2009-10 school year. There was an increase of 29% in the
number of students age 3-21 being served under IDEA from 1990-91 to 2009-10.

The United States Department of Labor (2010) stated that there were 473,000
special education teachers in public and private educational institutions. The U.S. Bureau
of Labor Statistics (2010) estimated that the number of special education teachers will

increase by 17-20 percent from 2008 to 2018. The Bureau predicts that this increase will result in the demand of approximately 81,900 new special education teachers. Compounding the supply and demand for special education teachers, special education student enrollment is increasing. The U.S. Department of Education (2010) states the category of students with disabilities continues to increase at the rate almost three times greater than the overall student population.

According to the U.S. Department of Education (2010) more than forty percent of special education positions in the United States have been filled by uncertified personnel each year. Thornton, Peltier, and Medina (2007), state that students are more successful when taught by competent teachers who are teaching in their certified content areas. The growing shortage of qualified special education teachers poses a tremendous challenge to school districts in the delivery of special education services (Billingsley, 2004) which adversely impacts the students' entitlement to competent and prepared teachers.

Importance of Retention in Special Education

Generating a qualified and stable work force is a grave challenge in special education (Billingsley, 2002; McLesky, Tyler, & Saunders, 2002). Payne (2005) stated special education teacher attrition is of utmost importance due to the potential loss of services to a high risk population of students. Beck, Kosnik, and Rowsell (2007) asserted that teachers are the single most important influence on student achievement. Romano and Gibson (2006) concurred, and suggested that special education teachers who are well trained, engaged in continuing professional development, and committed to staying in the

state and district are more likely focused on making sure that special needs students receive appropriate instruction and increase their achievement.

The NCLB Act (2002) addressed the need for qualified teachers and set specific deadlines for schools to provide a competent teacher in every classroom. According to the U.S. Department of Education (2010), special education teachers not only must be qualified to serve specific areas of disabilities but also must have widespread knowledge of numerous academic areas. Nationally, thirty percent of special education teachers are teaching students with more than one disability; ages 6-12 (U.S. Department of Education, 2010). Furthermore, these data indicate nineteen percent of special education teachers are teaching students, ages thirteen to seventeen, with more than one disability category.

With higher levels of attrition and migration, special education teachers have left the field in substantially greater numbers when compared to their general education counterparts (Billingsley, 2003). This phenomenon has been explained by classroom conditions, burnout, and lack of administrative support (Boe, 2006).

Kaff's (2004) study serves to illustrate the points made by Boe (2006). Kaff examined the dynamics associated with attrition in a study of qualified special education teachers. Results of Kaff's survey cited classroom concerns, administrative support for special education, and individual issues as the major areas of alarm. Lack of administrative support for special education was the most frequently reported concern. Many of the special education teachers felt that administrators lacked a clear understanding of the multitude of roles and responsibilities assumed by special education

teachers. According to research conducted by Billingsley (2003), nearly 13% of special education teachers leave the field within the first 5 years of entry. Ingersoll (2002) argued that the teacher shortage is not because of increasing student enrollment but because of teacher turnover. Inman and Marlow (2004) assert the need to identify factors which encourages teachers to remain in the profession is of great importance.

According to Nichols and Sosnowsky (2002), a positive work environment, specifically staff development and work conditions, can reduce special education attrition. From this qualitative study of fifteen special education teachers, Nichols and Sosnowsky concluded that as perceptions of principal support increased for special education teachers, so did their job satisfaction.

Conceptual Overview

In order to meet the provision of IDEA and NCLB, school districts are required to retain highly qualified, certified special education teachers to educate students with disabilities (Ramanathan, 2008). Since the Education for All Handicapped Children Act (EAHCA) in 1975, a nationwide shortage of special education teachers has been reported (American Association for Employment in Education, 2008; Brownell, Sindelar, Bishop, Langley, & Seo, 2005).

According to the U. S. Department of Education (2008) the national shortage of highly qualified special education teachers was 11.2%. This means that approximately 45,514 of those serving as special education teachers nationally do not meet required standards. School districts are faced with difficult decisions as special education teaching

positions either remain vacant, or are filled by individuals lacking adequate state certification (Bergert & Burnette, 2001).

To intensify this situation, the Bureau of Labor Statistics (2009) reports the demand for qualified special educators is expected to increase by 20% between 2008 and 2018; a rate greater than what is predicted for all other occupations. The special education teacher shortage is driven in part by increasing numbers of students being identified as eligible for special education services. In explaining this increase, the Bureau of Labor Statistics (2009) indicated that the rise in eligibility was due primarily to early diagnoses, technological advances especially in the medical field, legislative requirements, and greater level of understanding among parents of what they can seek for their special needs child. This increase in demand, on top of the existing national shortage, affects both teacher quality and ultimately student achievement (Billingsley, 2005).

Having established that special education is a specialized area of education in which teachers are charged with guiding students with disabilities through the educational process, the next point in this chapter focuses on the sense of self-efficacy. Teachers with a stronger sense of self-efficacy believe that he or she has the capacity to positively influence the learning of his or her students. Eichinger (2000) and Lazarus (2006) suggest that self-efficacy is an attribute of high quality special education teachers.

Self-Efficacy of Special Education Teachers

The role of self-efficacy is an important concept for special education teachers. They, like general education teachers, need to feel that they are having a positive effect

on student learning. While researching teacher self-efficacy, Brouwers & Tomic (2000) noted that self-efficacy in special education teachers may be an issue because they feel they are not provided appropriate training to implement actions that result in higher levels of achievement. It was found by Bembenutty (2006) that teachers with high levels of self-efficacy have stronger professional commitments to the education of their students.

Teachers' sense of efficacy, defined by Tschannen-Moran, Woolfolk-Hoy, & Hoy (1998) is one's belief in their abilities to develop and implement an action plan that would result in desired outcomes. Research on teacher self-efficacy has developed from Rotter's (1966) theory of external and internal control and Bandura's (1997) theory of self-efficacy in general (Skaalvik & Skaalvik, 2007). Early work by Bandura (1977) suggested that a teacher's belief in their ability to positively impact student learning is a powerful concept when observing teacher.

According to Bandura (1993), self-efficacy beliefs determine how people feel, behave, and motivate themselves. While people can identify readily the goals to accomplish or areas of change, most people also realize that putting action into motion is not easily accomplished. As Bandura revealed, the impact of self-efficacy can affect both an individual's behavior and motivation.

Rooted in Bandura's social cognitive theory (1993), teacher self-efficacy has been central to educational research efforts in the United States for many years (Gibson & Dembo, 1984; Tschannen-Moran, Woolfolk-Hoy & Hoy, 1998). The question as to how people are able to face challenges and direct their actions is answered to a large degree by the concept of self-efficacy. In educational research, Tschannen-Moran and Woolfolk-

Hoy (2001) found that teachers' level of self-efficacy not only influences their teaching behaviors but also their students' motivation and achievement. Bandura (1997) found that a major role in how tasks and challenges are approached depends greatly on a person's self-efficacy. Betoret (2006) asserted that teachers with low self-efficacy experience greater difficulties in teaching, are not as satisfied in their jobs, and experience greater job-relater stress.

Theory of Self-Efficacy

Historically, Bandura (1977) has been credited for providing the theoretical framework for studying the construct of self-efficacy, particularly in relation to teachers and schools. Bandura's (1986, 1997) basic premise is that an individual's sense of efficacy includes beliefs about one's own capabilities, which then shape thoughts and actions in response to difficult situations. Furthermore, Bandura (1986) proposed we are products of the various interactions culminated among environmental influences, our behavior, and internal personal factors. Bandura (1997) proposed that self-efficacy beliefs were dominant predictors of behavior since they were undeniably self-referent and aimed toward apparent abilities.

The Importance of Teacher Self-Efficacy

Studies have found, on average, teachers with stronger self-efficacy beliefs persevere when working with struggling students (Gibson & Dembo, 1984), less controlling as behavior managers (Woolfolk, Rosoff, & Hoy, 1990), and are more likely to implement new strategies (Guskey, 1988). Given these findings, it is apparent that

teachers' stronger self-efficacy beliefs are associated with higher student achievement. Similarly, Podell and Soodak (1993) found that teachers with stronger self-efficacy beliefs were more likely to agree that special education students should be placed in a general education setting and less likely to refer student for special education.

These claims grew out of theories about self-efficacy developed by Bandura (1977), which stated that the more people believe they can bring about positive outcomes, the more motivated they will be to work towards these outcomes, and thus, achieve them. This theory emphasizes the critical role that teachers' self-efficacy beliefs make a difference when trying to improve student learning. Furthermore, if teachers' believe they can positively affect student learning, they are more likely to put forth the effort to implement different strategies and to keep trying even when faced with adversities. This theory points to the critical role of teachers' self-efficacy which been positively correlated to higher academic achievement and higher levels of teacher job commitment (Gibson & Dembo, 1984; Ware & Kitsantis, 2007).

In current conceptualizations teacher sense of self-efficacy deals primarily with tasks in the classroom environment. Friedman and Kass (2002) state that for over twenty years the definitions of efficacy has encompassed the belief of teachers that they can influence students' behavior and academic achievement. Ashton and Webb (1986) concur that teacher efficacy deals mainly with competence and the ability to shape students' values and behavior.

Tschannen-Moran and Woolfolk-Hoy (2001) suggested the measures of teacher efficacy need to draw upon teacher's individual assessments of their competence in

various performance tasks. By including items from the three critical areas: implementing instructional strategies, managing student behaviors, and engaging students in the learning process, Tschannen-Moran and Woolfolk-Hoy discuss the balance between the demands for specificity and practical usefulness. They noted that a valid measure of teacher efficacy must assess personal competence and an analysis of the tasks performed within the classroom setting. According to Skaalvik and Skaalvik (2007) teacher efficacy is believed, theoretically, to influence instructional practices and motivating styles which in turn affect student outcomes such as motivation and achievement.

Teacher Self-Efficacy and Student Engagement

Teacher efficacy beliefs shape how teachers behave in the classroom and have consistently been found to impact the learning environment. According to Tschannen-Moran and Woolfolk-Hoy (2001) teacher efficacy is specific to a given context or task including student engagement. This particular aspect of efficacy, according to Pines (2002), centers on the perceived ability to provide support for learning and motivation for all students. Additionally, Pines contends that teachers are likely to consider their work meaningful when compared to their students' interest in the lesson.

Ross' (1994) review of efficacy concluded that teachers with higher levels of self-efficacy are more likely to try new instructional approaches and strategies with students. Thus, according to Ross, efficacy in student engagement appears to be the passion in which teachers approach instruction and, in turn, influences their level of personal accomplishment.

Teacher Self-Efficacy and Instruction

In addition to being related to increasing student engagement, efficacy has been associated with teacher instruction and student achievement. A small but consistent body of research reveals a significant, inverse relationship between teacher efficacy and instructional management though causality has not been established (Henson, 2003). According to Guskey (1988), teachers with high levels of self-efficacy are more receptive to new instructional practices. Early research on efficacy (Berman & McLaughlin, 1977) reported positive correlations between degree of teacher efficacy and the amount of student gains made on standardized reading tests. Ashton and Webb (1986) reported in their studies there are significant relationships between teachers' degree of efficacy and student gains on standardized math tests.

Ownership of student success and teacher self-efficacy are two characteristics associated with effective schools (Newell & VanRyzin, 2007). Furthermore, Tschannen-Moran & Barr (2004) indicated that teachers who belief they can make a difference in the lives of students have a significant impact on student achievement. An emerging body of research according to Caprara, Barbaranelli, Steca, and Malone (2003) showed that teachers' beliefs about their capability to influence student learning is associated with student achievement and motivation. Klassen and Chiu (2010) reported that of 1500 teachers that completed a survey on motivation, those individuals with high levels of self-efficacy for instructional strategies reported higher levels of job satisfaction.

Pfaff (2000) conducted a study of elementary school teachers that focused on issues related to instruction. The study revealed that participating teachers were more

likely to indicate a belief that they could make a difference in students' academic success without regard to students' background. Participating teachers noted subtle changes occurred in their teaching styles and instructional strategies which resulted in academic advancements.

Teacher Self-Efficacy and Classroom Management

Ashton and Webb (1986) indicated that teacher self-efficacy is an important component of teaching for it helps teachers to motivate and engage students in learning even if students are disruptive. These researchers found that teachers' sense of efficacy is associated with classroom management and organization strategies. These teachers, according to Ashton and Webb, know how to handle misbehaving students; they can effectively organize classrooms in which learning and good performance will be achieved.

Limited research in the field of teacher self-efficacy for classroom management is evident. However, among the research that exists, Morris-Rothschild and Brassard (2006) support theories that imply that teachers' self-efficacy has an effect on the behavior of teachers, as well as on beliefs and outcomes. Furthermore, Gibson and Dembo (1984) found that criticizing students for failing and showing impatience when confronted with problematic circumstances relate to a low level of self-efficacy. It is vital to determine other constructs that increase perceived self-efficacy or that act in conjunction with self-efficacy to attain positive results (Caprara, Barbaranelli, Borgogni, & Steca, 2003).

Performance Associated with Self-Efficacy

A variety of studies have concentrated efforts on the self-efficacy belief statements of special educators. Allinder (1994) discovered that resource teachers who reported higher levels of self-efficacy were typically more organized and more likely to possess stronger skills in the instructional planning aspect. Coladarci and Breton (1997) examined the relationship between teacher efficacy and the frequency of supervision received by resource teachers. From the results, they found perceived helpfulness of supervision; not the frequency, significantly predicted teacher efficacy among these teachers. Teachers who viewed supervision as helpful were more inclined to report a greater sense of teacher efficacy than those who viewed supervision as less positive. Furthermore, high levels of perceived self-efficacy convey a belief in teachers that their professional skills can create positive educational outcomes for their students.

Teacher Self-Efficacy and Special-Needs Learners

Students with disabilities require a specialized, high-quality learning environment if they are to be successful (Brigharm, Morocco, Clay, & Zigmond, 2006). In full, Brigharm et al. (2006) stated that providing a high quality physical learning environment is relatively straight forward. A well prepared teacher who utilizes up-to-date, research-based materials is crucial as is a safe environment conducive to learning. However, there are other aspects of an effective learning environment that are not so readily observed. Newell and VanRyzin (2007) asserted the way that a school's staff perceives their role in

the education of students with disabilities has a significant bearing on the students'
academic success.

Teachers with high levels of self-efficacy communicate high expectations for
performance to students, emphasize instruction, and are less likely to give up on low
achieving students (Ashton & Webb, 1986). In addition, teachers with high self-efficacy
are more receptive to implementing new instructional practices (Guskey, 1988). In
contrast, teachers with a low sense of self-efficacy are more likely to doubt that any
teacher will affect achievement of low sense of self-efficacy are more likely to doubt that
any teacher will affect achievement of low achieving students and are less likely to
persist in their efforts to teach students (Gibson & Dembo, 1984). Viel-Ruma, Houchins,
Jolvette and Benson (2010) studied a group of special education teachers along with
administrators from a specific school district. The findings from this study indicated that
improving levels of teacher self-efficacy could enhance levels of job satisfaction.

Many special education teachers enter their chosen field because they value the
concept of making a difference in the lives students with disabilities (Ross & Bruce,
2007). Those individuals who are committed to facilitating the learning of at-risk children
are themselves at- risk in terms of remaining in the teaching profession. According to
Emery and Vandenberg (2010), special education teachers are a high risk group, often
present with low self-efficacy, and experience increased stress.

Conceptual Overview

The conceptualization of teacher self-efficacy in the literature focused on the
perception of teachers in regards to their own competence and on their teaching ability to

shape students' values and behavior (Tschannen-Moran & Woolfolk-Hoy, 2001). Additionally, Tschannen-Moran and Woolfolk-Hoy (2001) suggested measures of teacher efficacy need to assess both the belief of the individual teacher's competence and the various performance tasks. According to Skaalvik and Skaalvik (2007) teacher efficacy is believed, theoretically, to influence instructional practices, motivating strategies, and effort which affect student motivation and achievement.

Ashton and Webb (1986) indicate that teachers with high levels of self-efficacy set high expectations for student performance and less likely to give up on students who demonstrate low academic achievement. Teachers with high self-efficacy, according to Guskey (1988), are also more likely to implement new instructional practices.

In order to meet the educational needs of special education students, education leaders need to be aware of the correlation between administrative support and special education teacher self-efficacy (Thornton, Peltier, & Medina, 2007). Extending current research would be beneficial to both the administrative leadership teams and special education teachers. It is essential to identify administrative support constructs that act in concert with teacher self-efficacy for the further development of student success.

Building-Level Administrators and Special Education Teacher Support

McLauglin and Nolet (2005) and Van Horn, Burello, and DeClue (1992) stated that in order for school districts to meet special education challenges, effective school leadership is crucial. These researchers proposed that while general and special education services may differ in some respects, the responsibilities of the building-level administrators are comparable for both general and special education. According to

Obiakor, Rotatori, and Burkhardt (2007) special education administration is a challenging endeavor due to the roles and responsibilities faced by special education administrators in today's world. Wynn and Brown (2008) contended that well-developed and sustained leadership development is essential in school systems.

Legal Implications

Recent federal policies, including the Individuals with Disabilities Educational Improvement Act (IDEA, 2004) and the NCLB Act (NCLB, 2002) have mandated the role of the administrator of special education as an instructional leader compelled to use data to inform decisions and monitoring student achievement. According to Boscardin (2007) and DiPaola and Walther-Thomas (2003), federal policies have enhanced the building-level administrator's accountability for ensuring quality special education instruction. Lashley and Boscardin (2003) concur, in asserting that the biggest challenge for school administrators is assuring that all students are provided access to a quality education.

Federal mandates outline rigorous standards and expectations of special education programming (Garrison-Wade, Sobel, & Fulmer, 2007). Studies by Billingsley (2005) and DiPaola and Walther-Thomas (2003) have noted that most building-level administrators have received little coursework or field experience related to special education. Yet, Wynn and Brown (2008) concluded that the principal's role was critical to the success of public schools in striving to implement the IDEA (2004) requirements.

New provisions in the IDEA (2004) demand quality leadership for interdisciplinary, problem-solving teams prior to and during evaluations to determine a

student's eligibility for special education services. Crockett (2007) suggested that legislative changes also pose higher expectations for administrators in terms of building trust and collaborating with parents and other professionals in the delivery of special education.

The NCLB Act (2002) policy explicitly outlines expectations and accountability for special education students. Bowling, Marshall, and Patterson (2000) interviewed administrators, special education teachers and classroom teachers in order to determine what principals should know about special education. The respondents indicated that principals should have a basic understanding of special education services, laws, regulations, funding, and local policies, pertaining to responsibilities.

The expectation of high-quality leadership is clear; however, Stevenson-Jacobson, Jacobson, and Hilton (2006) ascertained that current administrators perceive their administrative competence of IDEA (2004) regulations was weak overall. Administrators lacking knowledge of special education issues provided school systems with ineffective leadership. Building-level administrators do not always provide the instructional leadership that protects the rights of students with disabilities to receive an appropriate education (Billingsley, 2005; DiPaola & Walther-Thomas, 2003). Additionally, these researchers asserted that without the appropriate knowledge and ability, special education teachers often cite the major reason for special education teachers attrition is due to the lack of administrative support.

Administrative Support in Relation to Special Education Teacher Attrition

Teacher attrition remains a key issue as schools address the demands of NCLB (2002), state mandates, and the growing criticism to the accountability movement. In this era of increasing accountability, securing qualified special education teachers who can produce positive student outcomes is a mounting concern. Billingsley (2005) highlighted the lack of effective administrative support as a factor in special education teachers' decisions to leave the classroom. Luekens, Lyter, and Fox (2004) indicated that of the 263,500 surveyed special education teachers, 41.9% cited dissatisfaction with support from administrators, and 33.9% cited dissatisfaction with workplace conditions as their reasons for transferring to another school or leaving the special education profession altogether.

Research from Hirsch (2005) indicated that the building-level administrator's leadership style is a crucial factor in a teacher's decision to remain at a particular school. This leadership can be an integral part in shaping teachers' professional attitudes and their sense of efficacy as educators. According to Wong (2004) effective leaders provide support in creating an environment where teachers learn from one another throughout their professional career.

According to results of a case study conducted among five novice special education teachers by Schlichte, Yssel, and Merbelr (2005), a common thread in the special education teachers' stories was the powerful impact of relationships with administrators. In addition to being supportive and helpful, administrators fostered a collegial environment. An implication of their research is that the development of an

administrative support network may be critical for the success and professional satisfaction of special education teachers.

Nichols (2008) sought to examine special education teachers' intent to stay in the education field. He concluded from the 651 surveys completed by special education teachers that a lack of support from building- level administrators results in work pressure, anxiety among special education teachers for improvement in some undefined and often unrealistic ways. These counter-productive outcomes often contributed to the decision of colleagues leaving the teaching field. Nichols stated that special education teachers benefit when administrators encourage and promote teachers' ideas as well as provide support systems within the school environment.

McLeskey and Billingsley (2008) examined the administrator's role in enhancing special education teacher intent to remain in the field. Results of this study suggest the personal teaching satisfaction and administrative support are the critical factors in considering intent to reamin in the special education field.

McLaurin, Smith, and Smillie (2009) maintained that effective school leadership determined to be the most important subject in working conditions is important to teacher retention. McLaurin et al. (2009) suggested that one key factor that influences teachers to remain in the field of education is their relationship with the building principal. The role of the

building- level administrator in supporting and retaining special education teachers has shifted from managing and evaluating teachers to maintaining a collaborative school culture.

Needs of 21st Century

Miller, Brownell, and Smith (1999) reported that the principal's involvement was essential in promoting collegiality, thereby reducing the feeling of isolation that special educators frequently describe. Specifically, strong administrative support can act as the catalyst in the establishment of a positive school culture. Supportive learning communities can enhance the instruction for all students, increase collaboration and support among teachers, and reduce isolation and stress for special education teachers (McLaughlin & Nolet, 2005).

Although the professional literature indicates that administrative support is important (Garrison-Wade, Sobel, & Fulmer, 2007; McHatton, Boyer, & Shaunessy, 2010), it offers only a general account of the nature of support that administrators provide to special education teachers. Littrell and Billingsley (1994) claimed that a limited amount of literature addresses the levels of support provided by building-level administrators and valued by special education teachers. Much of what has been written on administrative support is explained in broad terms. Researchers have focused primarily on the building-level administrator supports expected and received by the special education teachers as a group. In contrast, further research is needed to understand what constitutes support and to what extent does this support impacts self-efficacy.

Additional research indicates there are specific perceptions of administrative support that allow all teachers, especially special education teachers, to feel encouraged in their work and to want to continue in their teaching careers. Kaff (2004) cited

administrative support as the most frequently reported area of concern for special education teachers. Twenty-two percent of Kaff's 341 respondents believed that administrators lack a clear understanding of the various roles and responsibilities of special education teachers. In this study special education teacher participants identified increased administrative support and collaboration as conditions that would enhance their decision to remain in the profession.

Otto and Arnold (2005) suggested that building-level administrators who are knowledgeable about the educational needs of students with disabilities are better prepared to provide teacher support. They suggested research is needed to investigate the means by which building-level administrators provide support and which supports both special education teachers and building-level administrators deem valuable.

Billingsley (2005) stated that principals need a vast amount of knowledge to deal with the process of change and confront the educational challenges associated with diverse student populations. Special education continues to be a part of this change and represents an important element of student population diversity. In the 2009-2010 school year, the U.S. Department of Education (2010) calculated 5,912,589 students between the ages of 6-21 were served under IDEA, Part B; representing 8.95% of the national school age population.

Special education has become a tremendous challenge facing building-level administrators while leading their learning communities (Thornton, Peltier, & Medina, 2007). Research suggests the building-level administrator's role is pivotal in the entire special education process. From the work of Garrison-Wade, Sobel, and Fulmer (2007) it

has been suggested many building-level administrators lack necessary skills needed to serve the special needs population effectively. Without these skills, administrators' abilities are limited in providing needed support, potentially affecting the support perceived by special education teachers. According to Billingsley (2007), when a building-level administrator supports a special education teacher in a manner the teacher perceives as valuable, that teacher is more likely to remain teaching in school.

Administrative leadership is essential for effectively implementing quality special education practices. Boscardin (2007) explored how the use of evidence-based practices has the potential to facilitate dynamic strategies by challenging educational leaders to assume roles beyond their traditional boundaries. Thornton, Peltier, and Medina (2007) found that building- level administrators who proactively support special education teachers are aware of the responsibilities of these educators. Additionally, Thornton et al. (2007) found these administrators empower special educators in the educational community so that they are not isolated within the school building.

According to Crockett (2007), the field of special education administration is gaining attention in the literature as professionals seek ways to foster accountability and shift the mindset in ways that support the success of students with disabilities and their teachers. As the educational system evolves, so does the role of the building-level administrators. Billingsley (2007) asserted that the change in student curricular priorities, along with a mounting shortage of qualified teachers and administrators, have had serious implications for American schools.

Wynn and Brown (2008) indicated that school leaders have an essential role in supporting special education teachers and impacting school culture in positive ways. From the special education teachers' perspectives, Wynn and Brown's study outlines some of the desirable leadership characteristics needed to support special education teachers such as maintaining an open door and working collaboratively with others to reach shared goals.

Findings from Wynn and Brown's (2008) study revealed lower levels of teacher attrition and migration have been found consistently in schools with more administrative support. Administrative support is essential, whether it be in attitude or actions. Special education teachers value an administrator who provides direction but at the same time does not stifle them. The study also revealed that effective administrators recognize that teachers can exercise sound professional judgment and appreciate support when it is needed.

Conclusion

Administrators and special education teachers must collaborate to provide supports at the school level that greater student achievement. Billingsley (2003) and Miller, Brownell, and Smith (1999) support the idea that administrative support has a powerful impact on special education teachers. The building-level administrator has a direct impact on the process of teaching and learning at the school (Billingsley, 2007) in that an atmosphere of trust among stakeholders must be established.

The goal of public education in the United States is to improve the academic achievement of all students by providing each with the opportunity to obtain a high-

quality education (U.S. Department of Education, 2002). As instructional leaders, the building-level administrators foster a vision that focuses on collaboration with special education teachers to promote learning for all children. Most importantly, building-level administrators must be cognizant of the special education teachers' needs and provide them the support needed to succeed.

Chapter 3

Methodology

Summary of the Research Problem

The purpose of this study is to research the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level special education administrators at three educational levels: elementary, middle school, and high school. Research is needed to understand the dynamics of the interaction between special education teachers and building level administrators. Furthermore, additional research is needed to determine if administrative support impacts special education teachers' self-efficacy. Specifically, three research questions will be examined:

1. Which building-level administrative support construct is the strongest predictor of teacher self- efficacy?

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

3. How do special education teachers' perceptions of the support provided compare to their special education administrators' perceptions of the support they provide?

This chapter details the components associated with the research methodology, including an overview, the research design, instrumentation, data analysis and human subjects and ethics provisions.

Overview of the Methodology

This comparative study was designed to gather and analyze data on the specific special education administrative supports that are deemed valuable in supporting a level of special education teachers' self-efficacy. The current study will apply a quantitative design to investigate correlations among variables utilizing data collected using two different surveys. One survey, Administrative Support Survey (ASS), developed by Balfour (2001), will be used to collect data on special education administrative support. The other survey, Teachers' Sense of Efficacy Scale (TSES), developed by Tschannen-Moran & Woolfolk-Hoy (2001) will measure self-efficacy of elementary, middle school and high school special education teachers working in a suburban school district within the Commonwealth of Virginia.

The two surveys will be amalgamated into a single survey instrument which will be distributed online to 229 special education teachers whose teaching assignments are either in the resource room or in a collaborative setting. Twenty-three full-time building-level administrators of special education from each of the target district schools will also complete the survey.

Of the 229 full-time special education teachers employed within this school district during the 2012-2013 school year, the majority are employed as special education teachers at the elementary level, with roughly comparable numbers at the middle school and high school levels. In keeping with this pattern, of the 23 full-time building-level administrators, the majority were designated as administrators of special education at the elementary level, with equal number of administrators at the middle school and high

school levels. A detailed breakdown of the potential participants in this study is presented in Table 1.

Table 1

Potential Participants Characteristics

	Elementary	%	Middle School	%	High school School	%	Total
Educational Role							
Number of Administrator	14	61	4	17	5	22	23
Number of Teachers	90	39	75	33	64	28	229
Educational setting of Teachers							
Resource	49	54	39	52	26	41	114
Collaborative	41	46	36	48	38	59	115
Total in educational setting	90	39	75	33	64	28	229

Instrumentation

A survey design encompasses a collection of raw data through a series of questions. The results are complied, analyzed, and generalized in representation of the group. The amalgamation of these two survey instruments will provide insight into competencies and attitudes among special education teachers and building-level administrators of the special education program. Items included on the survey instrument will be designed to obtain data to answer the research questions of interest.

Administrative Support Survey

The Administrative Support Survey, originally developed by Balfour (2001), was chosen for this study to measure administrative supports perceived by special education teachers and administrative support perceived by special education administrators to have been provided. In constructing this survey, Balfour (2001) conducted three focus group meetings, consisting of eight special education teachers, to establish measures of the identified categories. The following opening questions were posed to each focus group:

1. What kind of emotional support do you look for from your building administrator?
2. What kind of technical support do you look for from your building administrator?
3. What kind of instructional support do you look for from your building administrator?
4. How do you look for your building administrator to manage your environment? (Balfour, 2001, p.82)

Questions were developed from the focus groups and a final draft was distributed to 32 special education teachers to test reliability. Based on the responses of the pretest group (return rate of 47%), Balfour made significant changes to the final draft.

The final draft of Balfour's tool consisted of two parts: demographic questions and support judgments. Part I elicited information about career status, teaching certificate, delivery model, school level, and exceptionality area taught. Part II involved participants making two judgments in perception of expected and received support of four administrative behavior subscales. The survey question items were in random order instead of being grouped by subscale (see Appendix J for items grouped by subscale). There were a total of 52 items with each subscale ranging between 11 and 16 items.

Responses were assessed on a Likert scale from not valuable at all (1) to extremely

valuable (4) supports from administrators.

Each section of the Administrative Support Survey (Balfour, 2001) sought

information vital to the research questions in that study. Information requested ensured

the respondents were full time special education teachers or building-level administrators

of special education and, therefore, fit the parameters of the study.

Part II of the Administrative Support Survey (Balfour, 2001) measured judgments

regarding the perceived value of support. The 52 items, with a 4-point rating scale,

represented the four identified subscales of support: emotional, environmental,

instructional, and technical. As Table 2 shows, the internal reliability coefficients of the

subscales ranged from .70 to.93 (Balfour, 2001) demonstrating a strong internal

reliability.

Table 2

Administrative support action subscales: Reliability Coefficients for Subscales and Total(N=13)

	No. of items	M	SD	α
Emotional support	16	52.38	11.69	.93
Technical support	11	35.23	6.25	.70
Instructional support	13	29.39	8.62	.87
Management of environmental support	12	40.92	5.71	.73
Total	52	157.15	21.73	.90

Note: adapted from *Impact of Certification Status on the Administrative Support Needs of Novice Special Education Teachers* (p. 84), by C.Y. Balfour, 2001, George Mason University

Teacher's Sense of Efficacy Scale

The Teacher's Sense of Efficacy Scale (TSES) has received attention and is used by researchers and teacher educators (Cao & Nietfeld, 2005; Cheung, 2006; Fives, Hamman, & Oliveraz, 2007). Tschannen-Moran and Woolfolk-Hoy (2001) proposed a new model of teacher efficacy based on Bandura's (1997) conceptualization of self-efficacy. Using this model, Tschannen-Moran and Woolfolk-Hoy (2001), developed the TSES to assess teachers' sense of efficacy in the areas of student engagement, instructional practices, and classroom management.

The TSES instructs respondents to rate their own efficacy in three areas of teaching: efficacy to promote student engagement, efficacy in using instructional practices, and efficacy for classroom management. Respondents answer on a 9-point Likert-type scale ranging from 1 (nothing) to 3 (very little) to 5 (some influence) to 7 (quite a bit) to 9 (a great deal). The long form of the TSES comprises 24 items and the short form comprises 12 items taken from the long form. The TSES psychometric properties of both the short and long forms are practically identical while both measure teacher efficacy judgment (Tschannen-Moran &Woolfolk-Hoy, 2001)

Self-efficacy will be measured using the questions from the Teacher's Sense of Efficacy Scale (TSES-short form) developed by Tschannen-Moran and Woolfolk-Hoy (2001). The short form version of this questionnaire consists of twelve items measuring three aspects of teacher efficacy: student engagement, instructional strategies, and classroom management (see Appendix K). The long and short forms of the TSES are an extension of the Teacher Efficacy Scale (TES) designed by Gibson and Dembo (1984).

Tschannen-Moran and Woolfolk-Hoy (2001) asserted that Cronbach's alpha score of

both the long and short forms of the TSES indicate evidence of reliability: long form

(.94); short form (.90). Additionally, Tschannen-Moran and Woolfolk-Hoy (2001)

concluded the TSES measure is valid as noted in Table 3.

Table 3

Teacher's Sense of Efficacy Scale; Short form

	No. of items	Mean	SD	α
TSES		7.1	.98	.90
Engagement	4	7.2	1.2	.81
Instruction	4	7.3	1.2	.86
Management	4	6.7	1.2	.86

Note: adapted from Tschannen-Moran & Woolfolk-Hoy (2001)

The model developed by Tschannen-Moran and Woolfolk-Hoy (2001) takes a

broader, more comprehensive look at self-efficacy as it relates to teachers and efficacy

judgments. Results from a study conducted by Heneman, Kimball, and Milanowski

(2006) coupled with those of Tschannen-Moran and Woolfolk-Hoy (2001), propose that

in future research the preferred measure of teachers' sense of efficacy should be the

TSES.

Developing the Instrument for this Study

The two instruments selected for this study by Balfour (2001) and Tschannen-

Moran and Woolfolk-Hoy (2001) represent current research and have been reported to be

reliable and valid for the purposes of this study. Balfour was contacted via email to grant

permission to use and modify the Administrative Support Survey as was Tschannen-

Moran & Woolfolk-Hoy (2001) to use and modify the Teachers' Sense of Efficacy Scale (see Appendix I).

In reviewing various survey methods, it was established that an online survey would be appropriate. Since all participants have access to computers and the Internet, an oline survey will be conducted to ensure quick and convenient collection of data, and to eliminate potential data entry error associated with paper based surveys. In addition, Ritter and Sue (2007) state that online surveys provide greater anonymity, leading participants to answer questions more honestly.

Procedure

Prior to collecting data, permission to conduct this study will be obtained from the school district and the Institutional Review Board of Virginia Commonwealth University (see Appendix A). The surveys will be administered through REDCap: the online survey software maintained by Virginia Commonwealth University.

Timeline

A listing of 23 building-level administrators and 229 full-time special education teachers and their electronic mailing addresses will be obtained from the school district's Standards of Learning, Testing and Accountability Office. In mid May, 2013, a cover letter will be emailed to the potential study participants (see Appendix B & E). This letter will serve as notification of the purpose of the study, the rights of the participants, a request for voluntary participation, and assurance that all responses would remain anonymous. Within four days of the initial contact, a follow up email will be sent

soliciting potential participants for this study (Appendix C & F)). Attached to this solicitation email will be a link to the online survey. A reminder email will be sent one week later to all potential participants who have not completed the survey (Appendix D & G).

Incentives

Goritz (2006) indicates the use of incentives helps increase survey participation rate. In keeping with this, a small incentive will be offered to facilitate survey recruitment. The column containing the respondent's email address will be extrapolated prior to the analysis of the responses. Survey respondents will be entered into a drawing for a $50 gift card to a local bookstore. There will be four special education teacher participants' awards. Likewise, $50 gift cards to a local bookstore will be awarded to two participating building level administrators. The winners will be notified by email. At this stage all participants will be notified that the data collection phase is complete and thanked for their participation.

<div align="center">

Data Analysis Procedures

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REDCap data will be downloaded into SPSS (Version 21). The subgroups for the primary data analysis will be determined through the demographic section of the survey. The building level administrators and the special education teachers will answer the same questions, just voiced differently. Appendix L shows the Special Education Teachers survey and Appendix M shows the Building-Level Administrator of Special Education (see appendix L). A pilot study will be conducted on the survey that is voiced differently

to ensure that there are no obvious problems with the questions and to obtain expert validity.

Research Question 1

The first research question seeks to determine which building level administrative support construct is the strongest predictor of teacher self-efficacy. Before attempting to fit a linear model to observed data, it must first be determined whether or not there is a relationship between the variables of interest. This implies that there is some significant association between the two variables. A scatterplot will be a helpful tool in determining strength of the relationship between two variables. In order to measure the degree of relationship between the perception of building-level special education administrative support and self efficacy among special education teachers, a Pearson product-moment correlation coefficient will be obtained; indicating the strength of the association of the observed data for the variables. Furthermore, a linear regression model will be used as the statistical technique correlating the change in a variable to other variables. This model will indicate when relationships between the independent variables and the dependent variable are almost linear indicating optimal results. Chapter IV will detail the results of the data collection and analysis.

Research Question 2

The next research question examines the relationship between the perception of building-level special education administrative support and self-efficacy among special education teachers. To what extent are components of Administrative Support Survey

related to components of Teachers' Sense of Efficacy Scale? In order to determine whether there is a significant relationship or association between the components of efficacy as affected by administrative support, a Pearson product-moment correlation coefficient will be obtained. This coefficient will measure the strength and direction of association that exists between administrative support and teachers' sense of efficacy.

Research Question 3

The final research question seeks to analyze the differences in the perceptions of support among building-level administrators and special education teachers. A non-parametric sign test will be used with paired data to test the hypothesis that differences are equally likely to be positive or negative. It will be based on the direction of the plus and minus sign of the observation, and not on the numerical magnitude. For this small sample of building-level administrators and special education teachers, an exact test of whether the proportion of positives is .5 will be obtained by using a binomial distribution.

<div align="center">

Human Subjects and Ethics Provisions

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Approval for this study will be obtained from Institutional Review Board of Virginia Commonwealth University. This process ensures the safeguard of rights, safety, and well-being of all trial subjects. All participants will be advised of their right to confidentiality. The survey email, as stated earlier, contains an informed consent form along with the right of the participants to withdraw from the study at any point.

Summary

This study is designed to identify and compare the relation between special education teachers and their administrative support in terms of whether certain leadership traits enhance special education teachers' self-efficacy. The methodology of the study will be designed to gather information on perceptions of administrative support offered to special education teachers and whether the level of support affects the self-efficacy of the special education teachers. The questions seek to identify and compare the perceptions of support between building-level administrators and special education teachers. Additionally, the building level administrative support construct that is the most powerful predictor of teacher self-efficacy will be determined and evaluated. The surveys utilized will be the Teacher's Sense of Efficacy Scale (TSES-short form) developed by Tschannen-Moran and Woolfolk-Hoy (2001) and the Administrative Support Survey originally developed by Balfour (2001).

Chapter 4

Results

The purpose of the quantitative research study was to investigate the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level administrators of special education at three educational levels: elementary, middle school and high school. Research was needed to understand the dynamics of the interaction between special education teachers and building-level administrators of special education. Furthermore, additional analysis was needed to determine if administrative support impacts special education teachers' self-efficacy. This study examined the following three key questions:

1. Which building-level administrative support construct is the most powerful predictor of teacher self-efficacy?

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

3. How do special education teachers' perceptions of the support provided compare to their special education administrators' perception of the support they provide?

Administrative support data were obtained through the administration of a modified Administrative Support Survey (ASS), a 52-item survey instrument previously used by Balfour (2001). The support actions were clustered into four subscales: (a)

emotional support, (b) managing the classroom environment support, (c) instructional

support, and (d) technical support. The Teachers' Sense of Efficacy Scale (TSES) was

used to assess teachers' sense of efficacy for completing critical tasks associated with

teaching in the areas of (a) student engagement, (b) instructional strategies, and (c)

classroom management.

Response Characteristics

The population of this study consisted of full-time public school special education

teachers and building-level special education administrators within a suburban school

district within the Commonwealth of Virginia. The online survey was given to 229

special education teachers and 23 building-level special education administrators in this

particular school district. Twenty-three out of twenty-three building-level administrators

of special education completed their survey forms for an overall return rate of 100

percent. Ninety-eight completed surveys were returned by special education teacher

participants with a return rate of 43 percent. This number represented the perspective of

a substantial number of the 229 special education teachers.

Survey Process

To review the procedures used to distribute the special education teachers'

surveys and building-level special education administrators' surveys, a cover letter was

emailed to the potential study participants with a follow up email four days later

soliciting potential participants for this study. A final reminder email was sent five days

afterwards to all potential special education teacher participants and to all potential

building-level administrators of special education participants. A small incentive was offered to facilitate survey recruitment. In view of the low return rate from special education teacher participants, care will be taken to refrain from overstating implications drawn from these data. Building-level administrators of special education participants and special education teacher participants were asked to provide limited demographic information; their attention was directed to the provision of, as well as their perceptions of, the value of administrative support constructs.

Sample Demographics

Table 4 provides an overview of the distribution of the special education teacher participants. The preponderance of participants was from the elementary level. Although this was in keeping with the proportional division of special education across the schools in the school district that was the focus of this study, the imbalance across the levels needed to be taken into account in interpreting these data.

Table 4

Demographics of Special Education Teacher Respondents

Level	Setting	Autism	Intellectual Disabilities	Specific Learning Disability	Emotional Disturbance	Other Health Impairment	Speech Language Impairment	Total
Elementary								
	Resource	0	0	7	1	0	3	11
	Self Contained	6	2	6	3	6	1	24
	Collab	0	0	5	0	3	1	9
	Consultant	0	0	1	0	0	7	8
Total		6	2	19	4	9	12	52
Middle								
	Resource	0	0	2	1	0	0	3
	Self Contained	0	3	2	1	0	0	6
	Collab	1	0	6	0	2	0	9
	Consultant	0	1	1	0	0	0	2
Total		1	4	11	2	2	0	20
High								
	Resource	0	0	1	0	0	1	2
	Self Contained	1	2	5	0	0	1	9
	Collab	0	0	7	2	4	0	13
	Consultant	1	0	1	0	0	0	2
Total		2	2	14	2	4	2	26

Table 5 provides an overview of the certification and teaching experience of the special education teacher respondents. The majority of the respondents has taught special education students more than ten years and possess a professional certificate to teach these students. The difference between provisional and professional licensure was considerable. According to the Virginia Department of Education website, an individual may obtain a provisional (Special Education) License if the individual is employed as a special education teacher in a public school or a nonpublic special education school in Virginia but does not hold the appropriate special education endorsement. On the other hand,

a collegiate professional license is a five-year renewable license available to an individual

who has satisfied all requirements for licensure, including an earned undergraduate degree

from a regionally accredited college or university and the professional teacher's assessments

prescribed by the Board of Education.

Table 5

Certification and Teaching Experience of Special Education Teacher Respondents

Level	Certificate	1st year	2nd-5th year	6th-10th year	More than 10 years	Total
Elementary						
	Professional	1	6	14	30	51
	Provisional	0	1	0	0	1
Total		1	7	14	30	52
Middle School						
	Professional		2	11	5	18
	Provisional		1	0	0	1
Total			3	11	5	19
High School						
	Professional	1	3	8	13	25
	Provisional	1	0	0	0	1
Total		2	3	8	13	26

Table 6 provides an overview of the demographic qualifications of the

participants who were building-level administrators of special education. The majority of

building-level administrators of special education have 2-5 years of administrative

experience. The preponderance of participants has a professional certificate. Only one

building-level administrator of special education respondent did not possess a

certification in administration/supervision, and two respondents had a degree in special

education. It was interesting to note that no respondent at the elementary or high school

level had a provisional license, while no respondent at the middle school level had a

degree in special education. This could be interpreted as an indication that the leadership

at the middle school level may be a little less well-positioned in terms of providing

support than their counterparts at the elementary and high school levels. The majority of

building-level administrators of special education had 2-5 years administrative

experience.

Table 6

Demographics of Building-level Administrators of Special Education Respondents

Level	Certificate	1st year	2nd-5th year	6th-10th year	More than 10 years	Total
Elementary						
	Professional	1	4	6	3	14
	Degree in Special Education	0	0	0	1	1
Total		1	4	6	4	15
Middle School						
	Professional	0	2	1	0	3
	Provisional	0	1	0	0	1
	No certificate in admin/supervision	0	0	0	0	0
Total		0	3	1	0	4
High School						
	Professional	1	2	0	0	3
	Degree in Special Education	0	1	0	0	1
Total		1	3	0	0	4

Summary of Survey Information

In the following, the data for the special education teachers will be discussed

separately from the data for building-level administrators of special education.

Special Education Teachers

Typical patterns in the responses given by special education teachers on the

survey can be discerned by careful inspection and visual "binning." As part of this

exploratory initial data analysis, pattern types have been conceptualized using boxplot

graphs. These boxplots can be "binned" to show the characteristics of respondents' scores

on individual items. These patterns conceptually divided the data into two groups: (a)

consonant pattern (respondents rate very similarly the value they attach to a certain action

and the degree to which their administrator of special education actually performs that

action), (b) ambivalent pattern (no consistent relationship between the value respondents

attach to a certain action and the degree to which their administrator of special education

actually performs that action.

Before proceeding to examples of consonant and ambivalent patterns, it should be

recalled that special education teachers responded to questions pertaining to four

administrative support constructs: emotional, technical, instructional, and managing the

environment. As seen in Table 7, each of these four administrative support constructs was

addressed by between 11 and 16 questions (see bottom row). Across these four

constructs, special education teachers rated very similarly the value they place on a

certain action construct and their degree to which the administrator of special education

actually performs that action on 71% of the questions asked (see row one). Thus, 71% of

the total special education teachers' responses were consonant. In a similar way, 29% of special education teachers' responses were ambivalent.

Table 7

Distribution of Special Education Teachers' Responses to Survey Questions as Evidenced in Boxplot Graphs

	Emotional Construct (%)	Technical Construct (%)	Instructional Construct (%)	Managing Environment Construct (%)	Outcome group Total %
Consonant	13 (81)	6 (55)	10 (77)	8 (67)	71
Ambivalent	3 (19)	5 (45)	3 (23)	4 (33)	29
Total # of questions for each construct	16	11	13	12	

Consonant response for ASS Emotional component. The typical consonant pattern is illustrated in Figure 1. When special education teacher respondents rated the value they place on an action and the degree to which their administrator performed this action very similarly, it was considered as a consonant outcome, and a boxplot like Figure 1 is typical. As shown in Table 7, 81% of special education teacher responses fell in the consonant outcome group. As Figure 1 illustrates, the special education teachers who attributed low value to giving them undivided attention rated the actions of their building-level administrator of special education as aligning with their own perspective. On the other hand, in the typical consonant pattern, special education teachers who attributed high value to giving them undivided attention (see Figure 1, "extremely valuable") also rated the actions of their building-level administrator of special education

as setting high value on such alignment (see Figure 1, median "degree" rating of 9),

although with a wide range of perspectives on that alignment and some outliers.
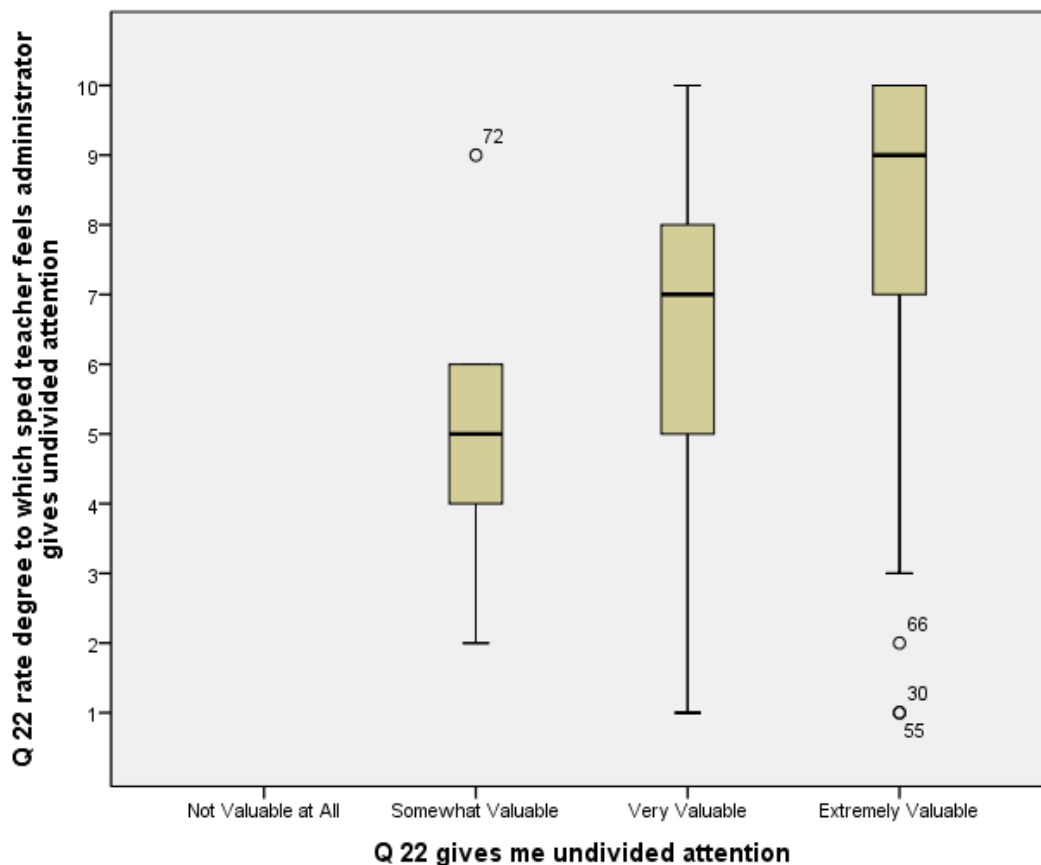
Figure 1. Typical consonant outcome for ASS emotional component for special
education teachers.

Ambivalent response for ASS Emotional component. Table 7 indicates special

education teachers rated the value they placed on the ASS emotional subgroup and the

degree to which their administrator of special education actually performed that action

ambivalently (meaning, with no clear discernible pattern) on 19% of the 16 questions

asked within the emotional subgroup. As shown in Figure 2, the special education

teachers who attributed low value to being observed frequently in the classroom rated the actions of the building-level administrator of special education as somewhat lower in their perspective. Special education teachers who valued being observed frequently in the classroom as "somewhat valuable" rated the actions of the building-level administrator of special education as aligning with their perspective. For "not valuable at all" and "somewhat valuable" the whiskers extended from 1 to 8. Those who regard such assistance as "very valuable" rated the provision of such assistance as higher. Yet, those who regarded the assistance of frequent observation as "extremely valuable" rated the provision of such assistance as aligned. It should be noted on the "very valuable" and "extremely valuable" ratings for this particular question whiskers extended from 1 to 10.
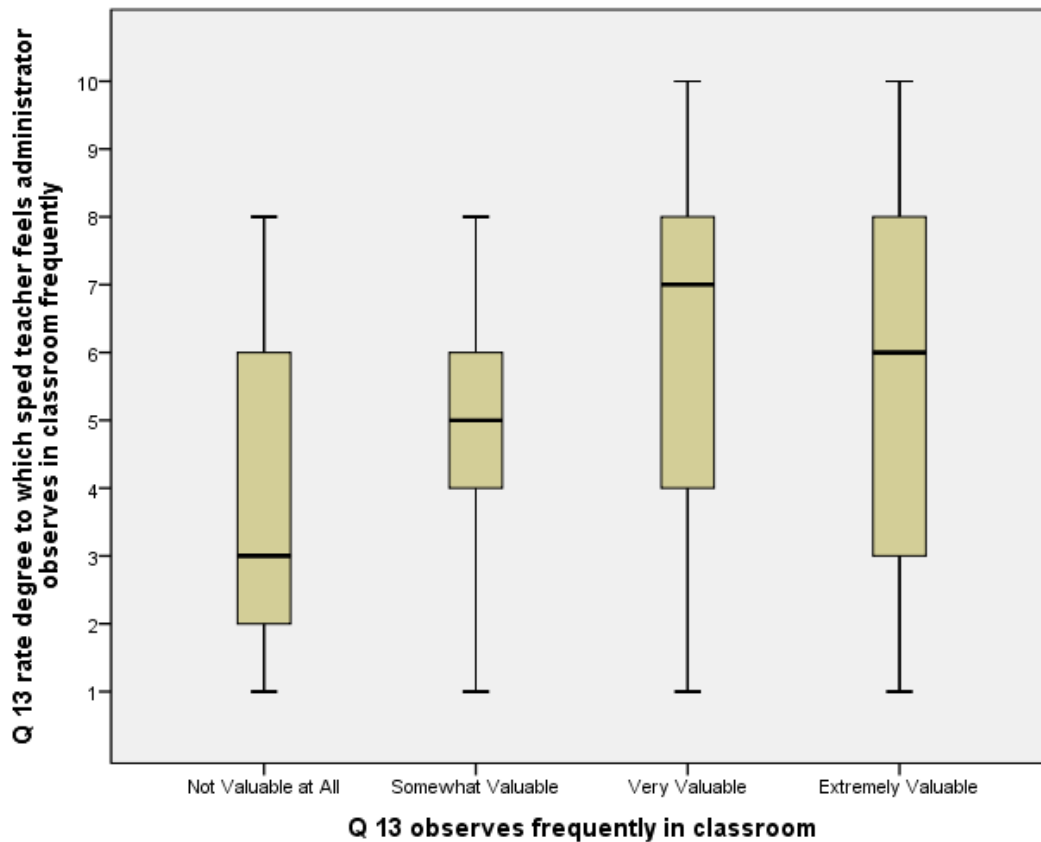
Figure 2. Typical ambivalent outcome for ASS emotional component for special education teachers.

Consonant response for ASS Technical component. This typical consonant pattern is illustrated in Figure 3. When special education teacher respondents rated the value they placed on a technical action and the degree to which their administrator performed this action were actually performing very similarly, it is considered as a consonant outcome. Fifty-five percent of special education teacher responses for the technical subgroup of the ASS fell in the consonant outcome group as indicated in Table 7. As Figure 3 illustrates, the special education teachers who attributed low value to having help finding information in files rated the actions of the building-level

administrator of special education as aligning with the special education teachers'

perspective, as shown in Figure 3. On the other hand, in the typical consonant pattern,

special education teachers who attributed high value to such alignment (see Figure 3,

"extremely valuable") also rated the actions of their building-level administrator of

special education as setting high value on such alignment although some notable outliers

were evident.

Figure 3. Typical consonant outcome for ASS technical component for special education
teachers.

Ambivalent response for ASS Technical component. Table 7 indicates special

education teachers rated their value on a certain action construct and their degree to

which the administrator of special education actually performed that action ambivalently (meaning, with no clear discernible pattern) on 45 % of the 11 questions asked within the technical subgroup. As shown in Figure 4, the special education teachers who attributed low value to being given information about modifying instruction rated the actions of the building-level administrator of special education as aligning with their perspective. A similar relationship held for those who regarded such assistance as "somewhat valuable" and "very valuable". However, those who regarded such assistance as "extremely valuable" did not rate the provision of such assistance commensurately.

Figure 4. Typical ambivalent outcome for ASS technical component for special education teachers.

Consonant response for ASS Instructional component. This typical consonant pattern is illustrated in Figure 5. When special education teacher respondents rated the value they placed on an action within the instructional subgroup and the degree to which their administrator performed this action were actually performing very similarly, it was considered as a consonant outcome. A bar graph like Figure 5 is typical. Seventy-seven percent of special education teacher responses for the instructional subgroup of the ASS fell in the consonant outcome group as indicated in Table 7. As Figure 5 illustrates, the special education teachers who attributed "somewhat valuable" to providing reliable feedback about IEPs rated the actions of the building-level administrator of special education as aligning with the special education teachers' perspective, as shown in Figure 5. On the other hand, in the typical consonant pattern, special education teachers who attributed high value to such alignment (see Figure 5, "extremely valuable") also rated the actions of their building-level administrator of special education as setting high value on such alignment although with a range of perspectives on that alignment.
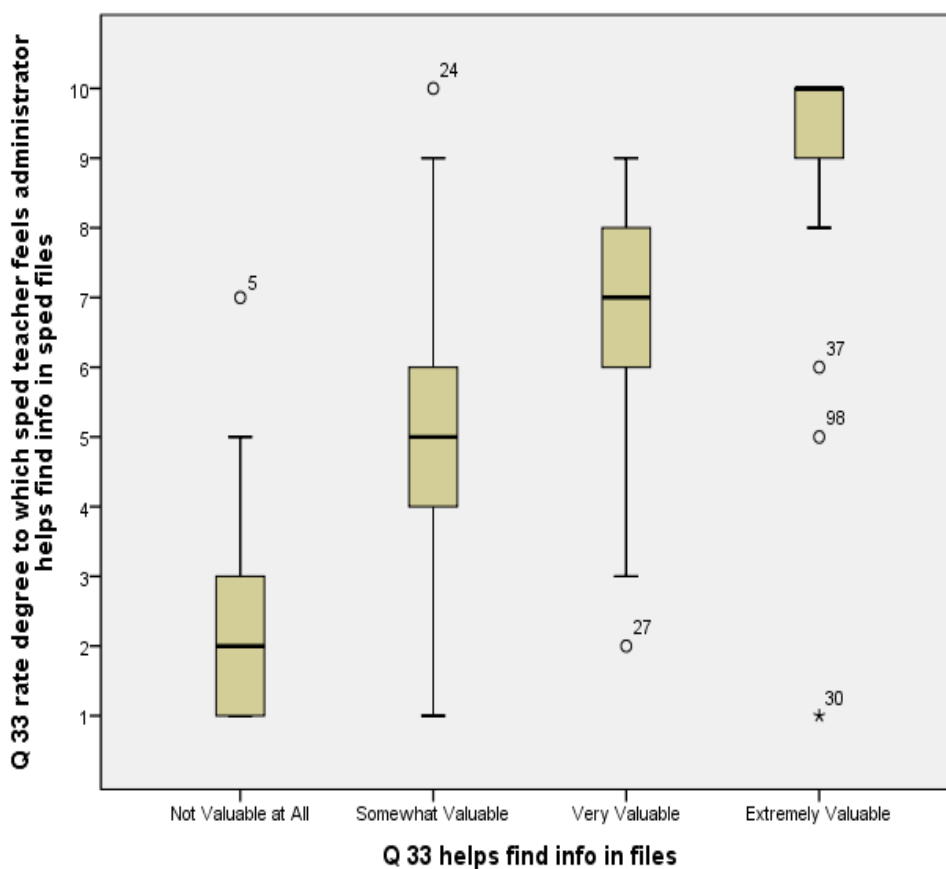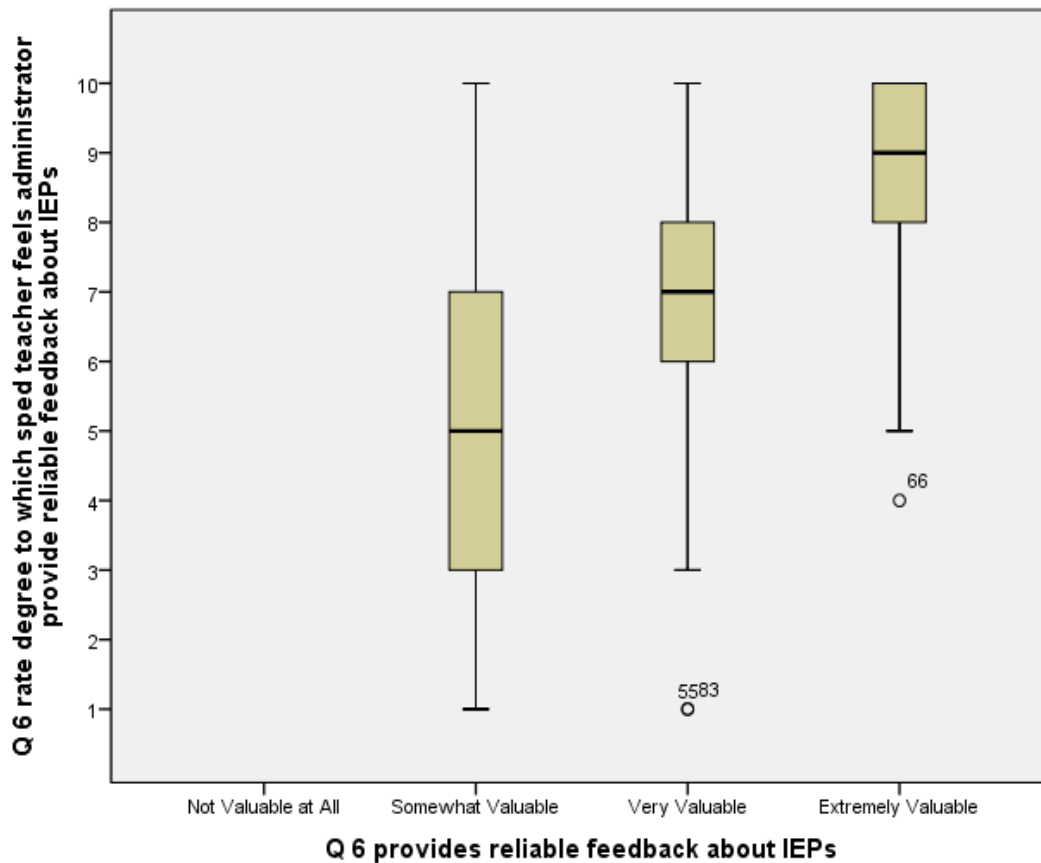
Figure 5. Typical consonant outcome for ASS instructional component for special education teachers.

Ambivalent response for ASS Instructional component. Table 7 indicates special education teachers rate their value on the instructional subgroup construct and their degree to which the administrator of special education actually performs that action ambivalently (meaning, with no clear discernible pattern) on 23 % of the 13 questions asked with the instructional subgroup. As shown in Figure 6, the special education teachers who attributed low value to having help in using planning time effectively rated the actions of the building-level administrator of special education as aligning with their perspective. A similar relationship held for those who regarded such assistance as

"somewhat valuable" and "very valuable". However, those who regarded such assistance as "extremely valuable" did not rate the provision of such assistance with commensurately.
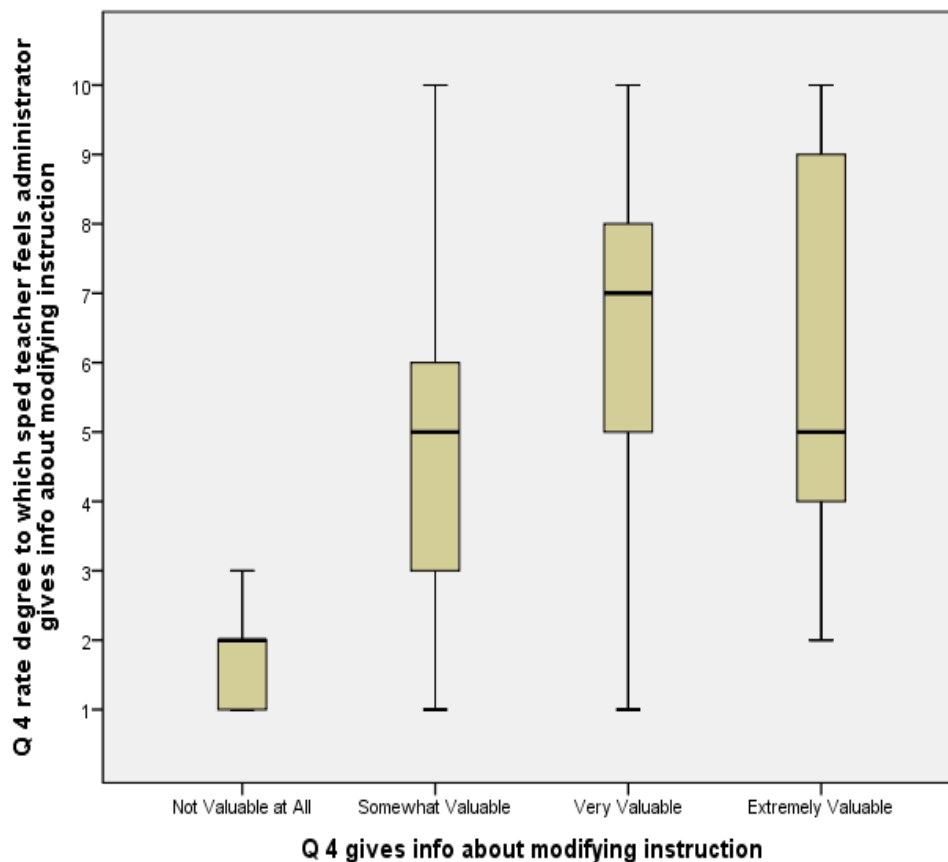

Figure 6. Typical ambivalent outcome for ASS instructional component for special education teachers.

Consonant response for ASS Managing the Environment component. This typical consonant pattern is illustrated in Figure 7. When special education teacher respondents rated the value they placed on an action with the managing the environment subgroup and the degree to which their administrator performed this action were actually performing very similarly, it is considered as a consonant outcome. Sixty-seven percent

of special education teacher responses for the managing the environment subgroup of the ASS fell in the consonant outcome group as indicated in Table 7. As Figure 7 illustrates, the special education teachers who attributed low value to being kept informed of school events rated the actions of the building-level administrator of special education as aligning with the special education teachers' perspective, as shown in Figure 7. On the other hand, in the typical consonant pattern, special education teachers who attributed high value to such alignment (see Figure 7, "extremely valuable") also rated the actions of their building-level administrator of special education as setting high value on such alignment.
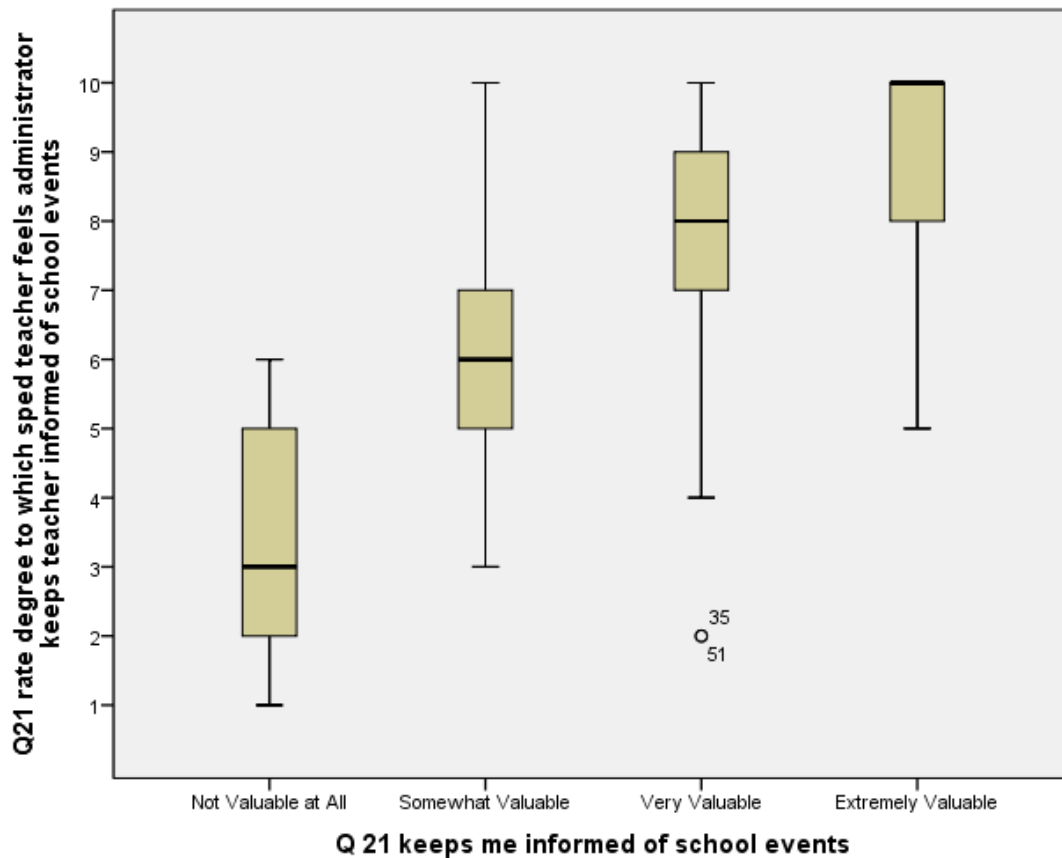
Figure 7. Typical consonant outcome for ASS managing the environment component for special education teachers.

Ambivalent response for ASS Managing the Environment subgroup. Table 7 indicates special education teachers rate their value on the 12 questions within managing the environment subgroup construct and their degree to which the administrator of special education actually performs that action ambivalently (meaning, with no clear discernible pattern) on 33 % of the questions. As shown in Figure 8, the special education teachers who attributed low value to providing funds for needed supplies rated the actions of the building-level administrator of special education as aligning with their perspective. A similar relationship held for those who regarded such assistance as "somewhat valuable"

and "very valuable". However, those who regarded such assistance as "extremely

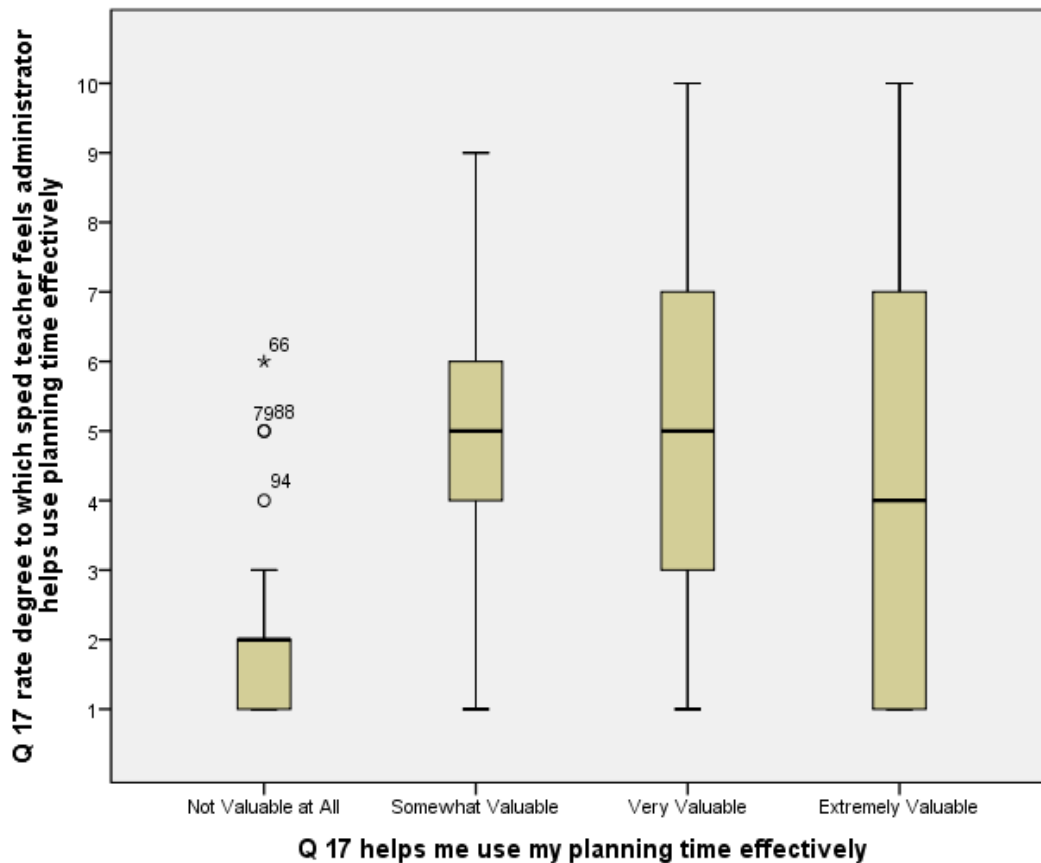valuable" did not rate the provision of such assistance with commensurately.
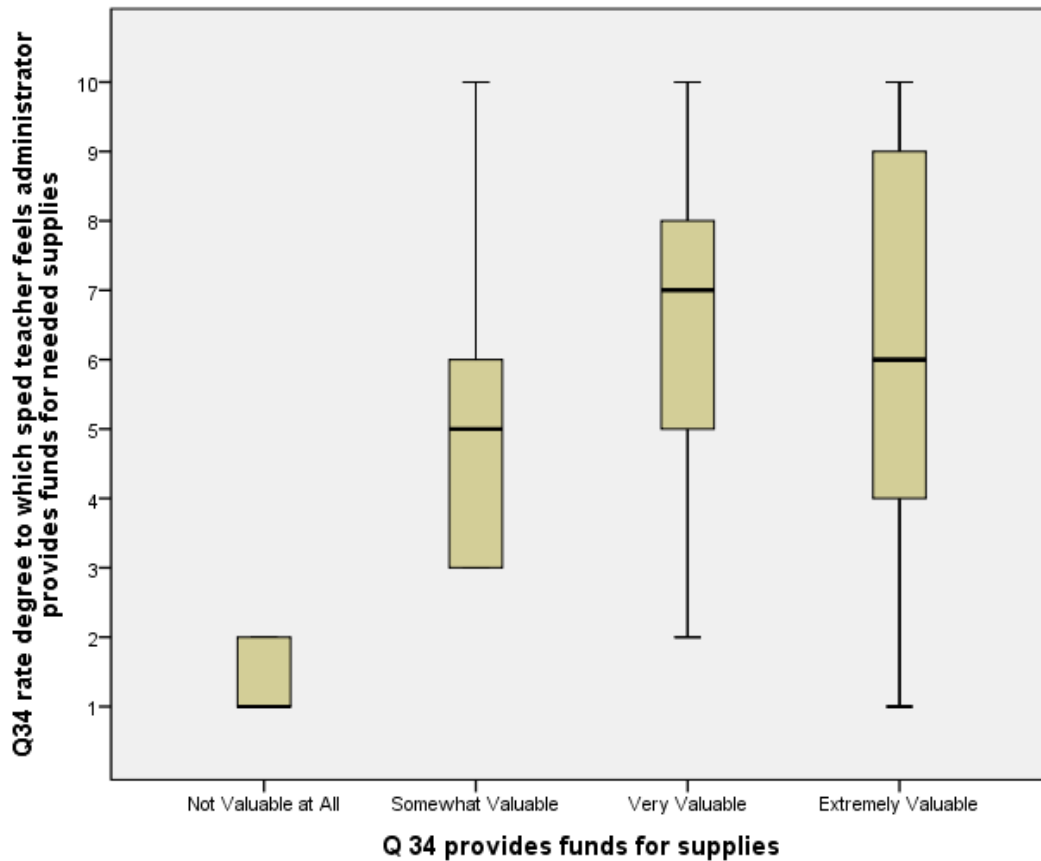
Figure 8. Typical ambivalent outcome for ASS managing the environment component for special education teachers.

Building-level Administrator of Special Education

The two pattern types that have been discussed above were also detectable in the

responses of the building-level administrators. In this case, have been conceptualized in

boxplot graphs showing the various levels of distributional characteristics of the groups

of scores for the building-level administrator of special education respondents. Again,

this graphical representation of data showed the distributional characteristics of the

groups of scores in terms of which were divided into two groups of outcomes: (a) consonant responses were those in which building-level administrators of special education rated very similarly their value they placed on a certain action construct and their degree to which the they actually performed that action, and (b) ambivalent response exhibited no clear pattern.

Building-level administrators of special education responded to questions pertaining to administrative support constructs: emotional, technical, instructional, and managing the environment. As seen in Table 8, building-level administrators of special education rated very similarly their value they placed on a certain action construct and their degree to which they actually performed that action on 81% of the questions asked (consonant response). They rated the value they placed on a certain action construct and the degree to which they actually performed that action with no clear pattern on 19% of survey questions asked (ambivalent response).

Table 8

Distribution of Responses to Survey Questions from Building-level Administrators as Evidenced in Boxplot Graphs

	Emotional Construct (%)	Technical Construct (%)	Instructional Construct (%)	Managing Environment Construct (%)	Outcome group Total %
Consonant	15 (94)	7 (64)	12 (92)	8 (67)	81
Ambivalent	1 (6)	4 (36)	1 (8)	4 (33)	19
Total # of questions for each construct	16	11	13	12	

Consonant response for ASS Emotional component for administrators.

Figure 9 illustrates a consonant response by building-level administrators of special education. Ninety-four percent of the answered responses within the emotional subgroup from building-level administrator of special education aligned with the consonant response outcome group as indicated in Table 8. In keeping with the consonant response pattern for the special education teachers, the building-level administrators of special education who attributed higher value to supporting special education teacher's decisions in front of parents rated their actions as aligning with that perspective as shown in Figure 9.

Figure 9. Typical consonant outcome for ASS emotional component for building-level administrators of special education.

Ambivalent response for ASS Emotional component for administrators. As indicated in Table 8, six percent of building-level administrators of special education responses aligned with the ambivalent response outcome group. As shown in Figure 10, the building-level administrators of special education who attributed providing genuine and specific feedback about special education teacher's work as "somewhat valuable", rated their action as quite high (median value 8) aligning with their perspective. Yet, building-level administrators of special education who regarded high value to giving special education teachers genuine and specific feedback about the special education teachers' work as "very valuable" rated their actions as lower with their perspective less positively (median value 7). Finally, those who set high store on the provisions of such advice as "extremely valuable", rated their action very positively (median value 9), although with a lower whisker (the ceiling effect prevents a higher whisker) and a lower outlier.

Figure 10. Typical ambivalent outcome for ASS emotional component for building-level administrators of special education.

Consonant response for ASS Technical component for administrators. Figure 11 illustrates a consonant response by building-level administrators of special education. Sixty-four percent of the answered responses within the technical subgroup from building-level administrator of special education aligned with the consonant response outcome group as indicated in Table 8. In keeping with the consonant response pattern for the special education teachers, the building-level administrators of special education who attributed lower value to helping coordinate related services rated their actions as aligning with the perspective as shown in Figure 11. Additionally, building-level

administrators of special education who attributed higher value to such alignment rated

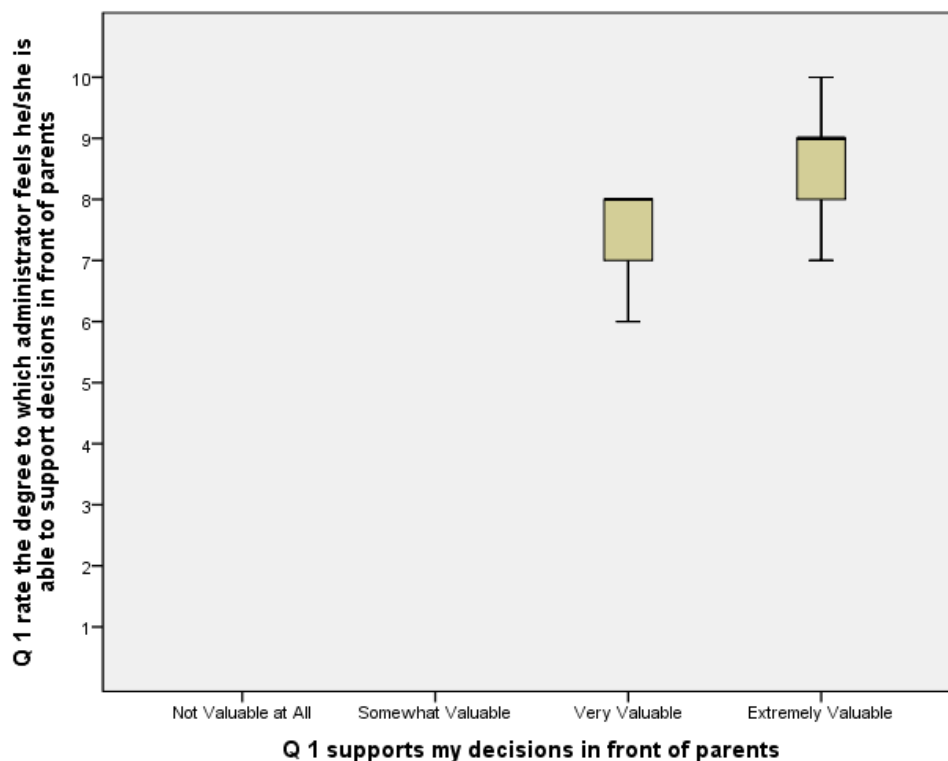their actions as aligning with their perspective.

Figure 11. Typical consonant outcome for ASS technical component for building-level administrators of special education.

Ambivalent responses for ASS Technical component for administrators. As

indicated in Table 8, thirty-six percent of building-level administrators of special

education responses aligned with the ambivalent response outcome group. As shown in

Figure 12, the building-level administrators of special education who attributed providing

information about modifying instruction as "somewhat valuable", rated their action as

quite high (median value 6) aligning with their perspective; though a whisker extends to

4. Yet, building-level administrators of special education who regarded high value to providing information about modifying instruction as "very valuable" rated their actions only slightly higher than "somewhat valuable" with their perspective less positively (median value 7). A whisker extends to 8 and a lower outlier is evident. Finally, those who set high store on the provisions of such advice as "extremely valuable", rated their action lower (median value 7), with a whisker extending to 9.
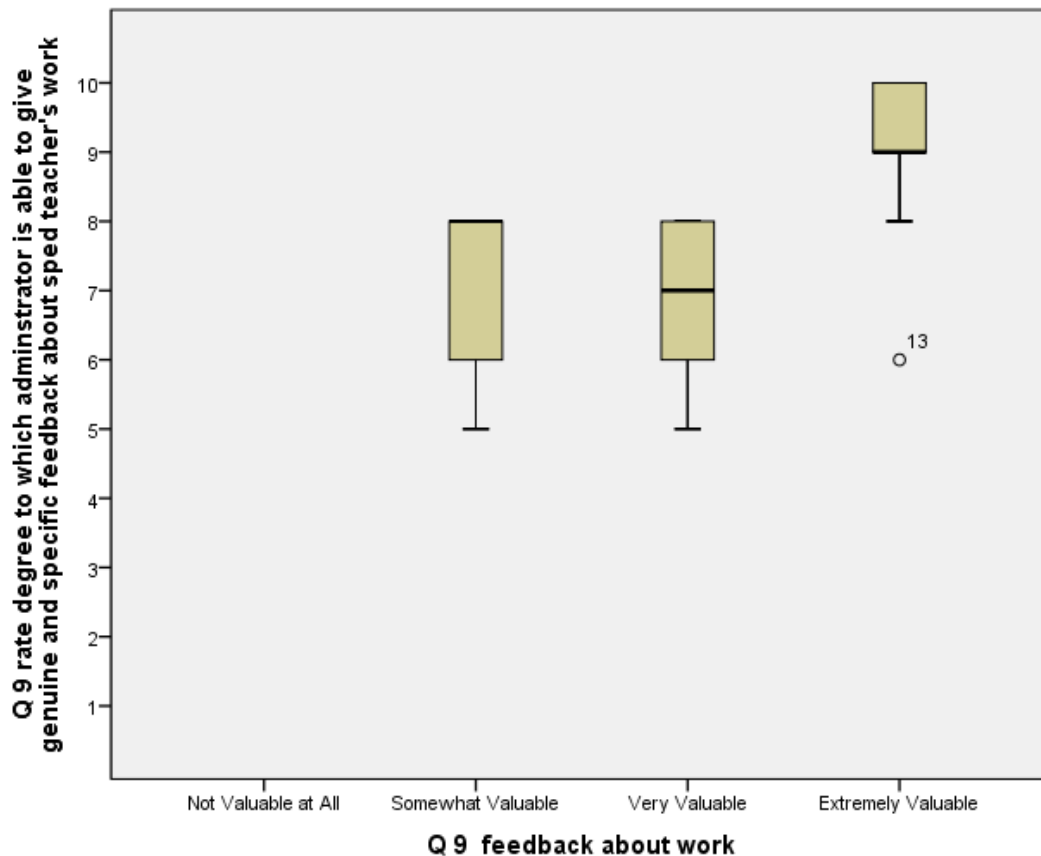

Figure 12. Typical ambivalent outcome for ASS technical component for building-level administrators of special education.

Consonant responses for ASS Instructional component for administrators.

Figure 13 illustrates a consonant response by building-level administrators of special

education. Ninety-two percent of the answered responses within the instructional

subgroup from building-level administrators of special education aligned with the

consonant response outcome group as indicated in Table 8. The building-level

administrators of special education who attributed lower value to suggesting alternative

instruction methods for students who are struggling rated their actions as aligning with

the perspective as shown in Figure 13. Additionally, building-level administrators of

special education who attributed higher value to such alignment rated their actions as
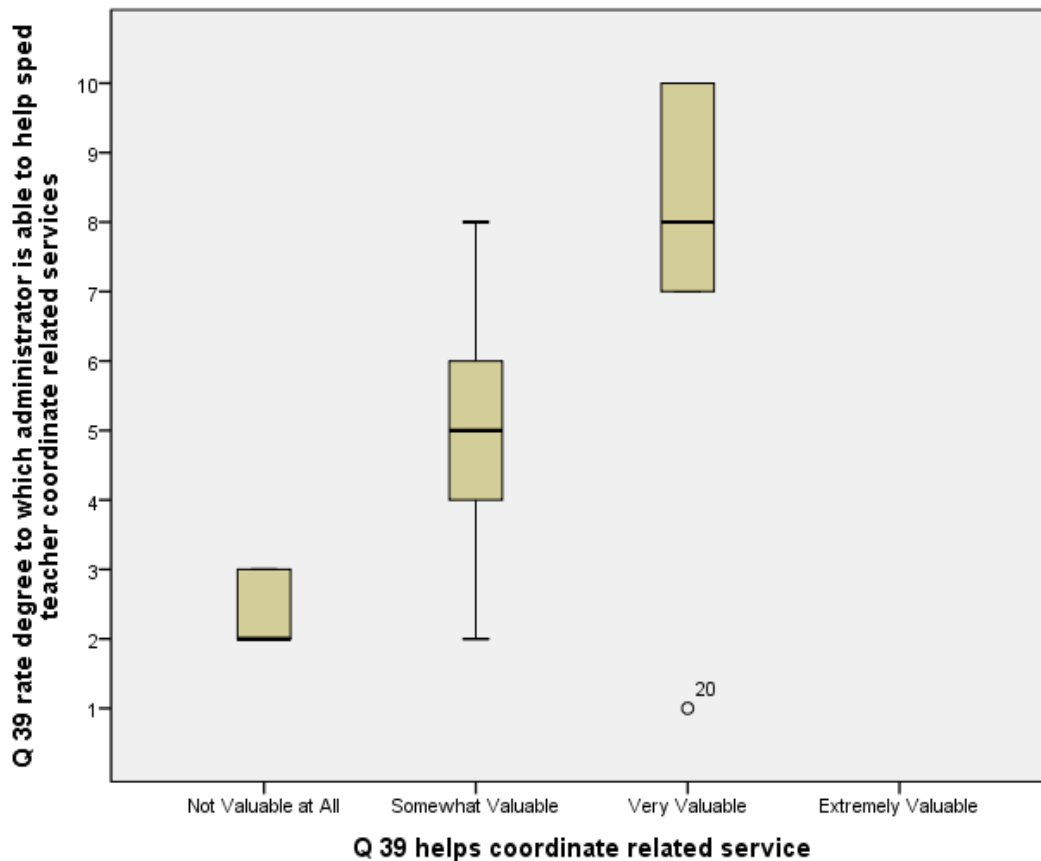
aligning with their perspective.

Figure 13. Typical consonant outcome for ASS instructional component for building-level administrators special education.

Ambivalent responses for ASS Instructional component for administrators.

Eight percent of building-level administrators of special education responses within the

instructional subgroup aligned with the ambivalent response outcome group as indicated

in Table 8. As shown in Figure 14, the building-level administrators of special education

who attributed helping to implement co-teaching strategies as "somewhat valuable", rated

their action as quite high (median value 5) aligning with their perspective with several

outliers. Yet, building-level administrators of special education who regarded high value

to helping implement co-teaching strategies as "very valuable" and "extremely valuable"

rated their actions as lower with their perspective less positively (median value 7).
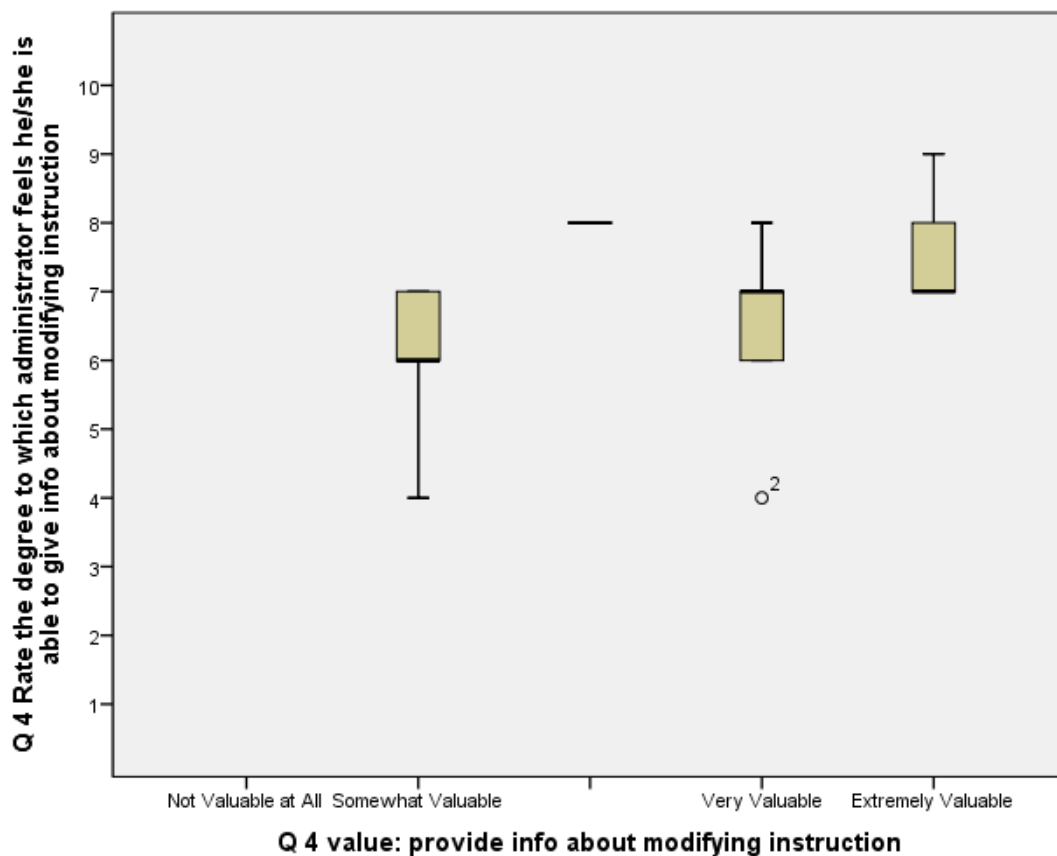

Figure 14. Typical ambivalent outcome for ASS instructional component for building-
level administrators special education.

Consonant responses for ASS Managing the Environment component for administrators. Figure 15 illustrates a consonant response by building-level administrators of special education. Sixty-seven percent of the answered responses within the managing the environment subgroup from building-level administrator of special education aligned with the consonant response outcome group as indicated in Table 8. The building-level administrators of special education who attributed "somewhat valuable" to communicating to staff that special education students and teachers are important rated their actions as aligning with the perspective as shown in Figure 13. Additionally, building-level administrators of special education who attributed higher value to such alignment rated their actions as aligning with their perspective.
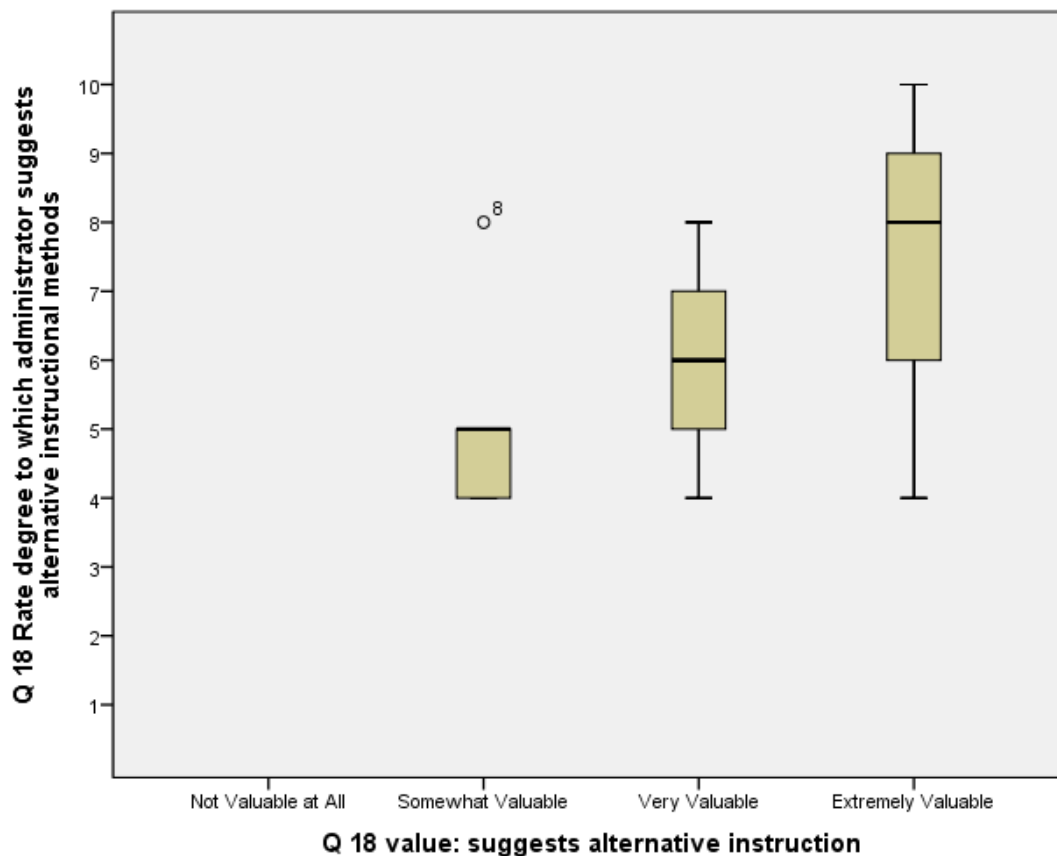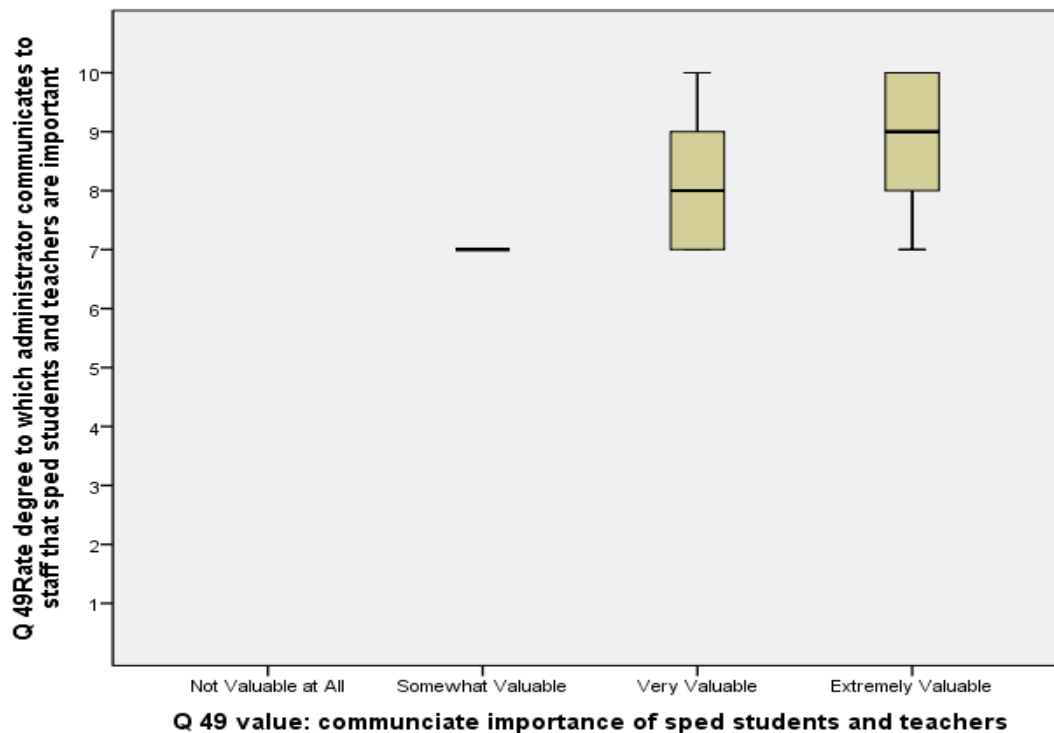

Figure 15. Typical consonant outcome for ASS managing the environment component for building-level administrators special education.

Ambivalent responses for ASS Managing the Environment component for administrators. As indicated in Table 8, thirty-three percent of building-level administrators of special education responses within the managing the environment subgroup aligned with the ambivalent response outcome group. As shown in Figure 16, the building-level administrators of special education who attributed ensuring enough planning time as "very valuable", rated their action as quite high (median value 7) aligning with their perspective. Yet, building-level administrators of special education who regarded high value to ensuring enough planning time as "extremely valuable" rated their actions as lower with their perspective less positively (median value 6). There was a wide distribution of responses, but the whisker on the boxplot extended well down into the unsupportive ratings.
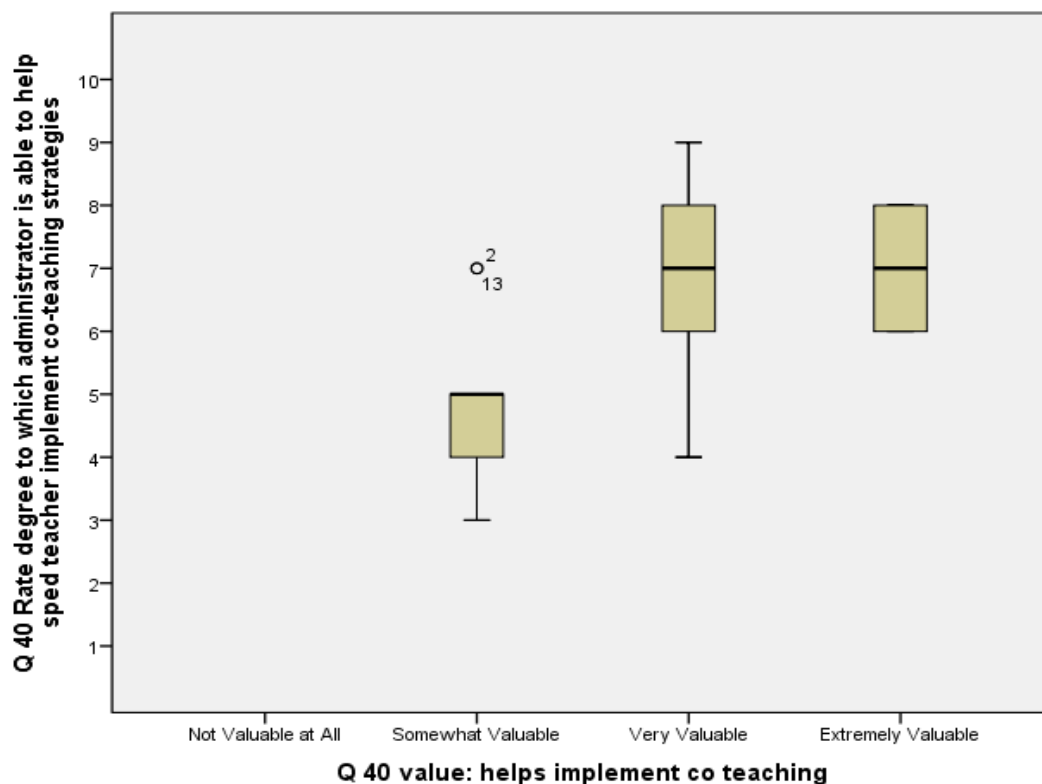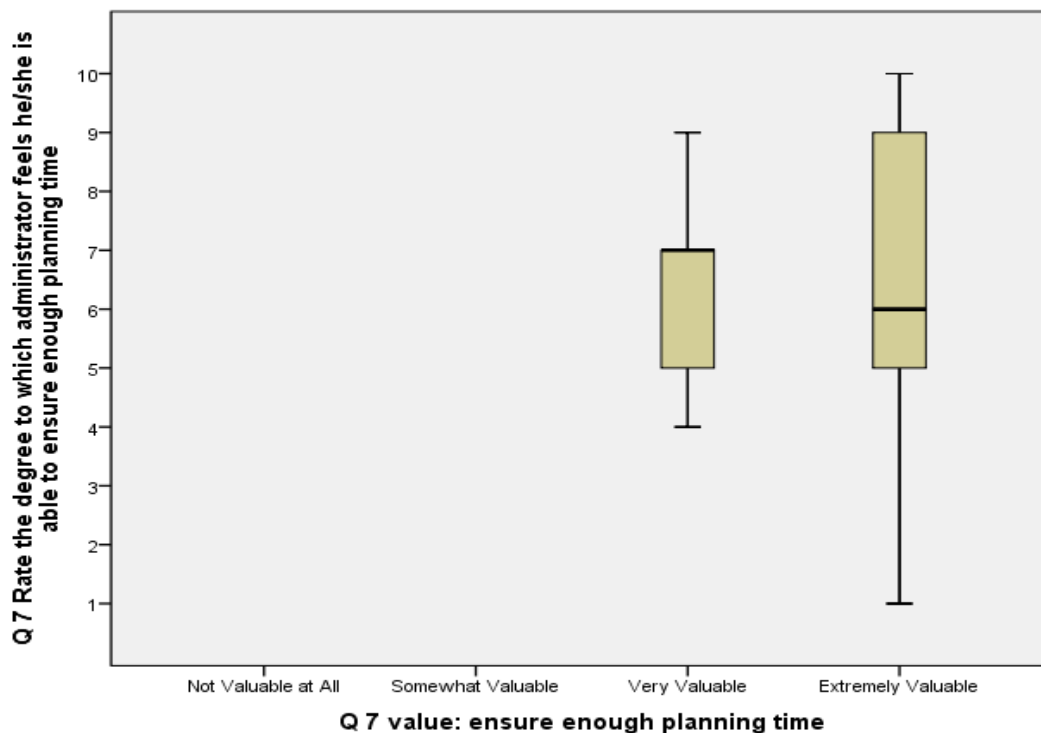
Figure 16. Typical ambivalent outcome for ASS managing the environment subgroup for building-level administrators special education

Having provided an overview of typical responses from both the special education teachers and the building-level administrators of special education, I will now move on to discussing the findings specifically related to the research questions that guided the study. Data were analyzed to identify, describe and explore the dynamics of the interaction between special education teachers and building-level administrators of special education. Furthermore, data were analyzed to determine if administrative support impacts special education teachers' self-efficacy.

Research Question 1

Research question 1 pertained to which building-level administrative support construct (interpreted as what special education teachers value) was the most powerful predictor of teacher self-efficacy. In order to measure the relationship between what special education teachers' value as support by building-level administrators of special education and special education teachers' self-efficacy, Pearson product-moment correlation coefficients were calculated. This statistic indicated the strength of the association of the observed data for the variables.

Findings

In seeking to determine which building level administrative support construct was the strongest predictor of teacher self-efficacy, I focused on what the teacher participants said they valued. From this "what do you value" teachers' perspective, the components of the ASS were highly correlated with each other in this study, as shown in Table 9.

Table 9

Pearson r *Correlation Among ASS Subscales*

	ASS Emotional Subscale "value" (mean: scale 1-4)	ASS Technical Subscale "value" (mean: scale 1-4)	ASS Instructional Subscale "value" (mean: scale 1-4)	ASS Managing Environment Subscale "value" (mean: scale 1-4)
ASS Emotional Subscale "value" (mean: scale 1-4)		.734** N = 81	.801** N = 87	.844** N = 85
ASS Technical Subscale "value" (mean: scale 1-4)	.734** N = 81		.873** N = 82	.745** N = 81
ASS Instructional Subscale "value" (mean: scale 1-4)	.801** N = 87	.873** N = 82		.808** (N = 85)
ASS Managing Environment Subscale "value" (mean: scale 1-4)	.844** N = 85	.745** N = 81	.808** N = 85	

** $p < .001$

This coherent valuing framework spoke to the psychometrically sound construction of the

ASS, and to the potential for a single administrative support concept, but the

distinctiveness of the components became clear when they were correlated with the

TSES, as discussed in the following section.

Global Level

At the global level, taking the "what do you value" special education teachers'

perspective of study participants, as shown in Table 10, the mean emotional support

component of the ASS correlated significantly with the mean overall self-efficacy of the

TSES (the mean of all the 12 responses of participants on the TSES).

Table 10

Correlation of ASS Subscales to Mean Overall Self-efficacy of the TSES

		ASS Emotional Subscale	ASS Technical Subscale	ASS Instructional Subscale	ASS Managing Environment Subscale
Self-Efficacy (mean overall)	Pearson r	.281* N = 77	.194 N = 72	.215 N = 76	.205 N = 76
	Sig. (2-tailed)	.013	.102	.062	.076

* Correlation is significant at the .05 level

Therefore, the answer to Question 1 at the global level was clear. At the "what do you value" level, there was only one building-level administrative support component that predicts teacher self-efficacy: Emotional support.

Component Level

However, the fact that the TSES was comprised of three components—(a) student engagement, (b) instructional strategies, and (c) classroom management—invited the parsing of the global conclusion down to the TSES component level. This revealed important distinctions. Focusing on the correlation between the mean values ascribed to the components of the ASS and the mean values of the components of the TSES, as shown in Table 11, there were significant correlations between the ASS Emotional Support component and all three of the TSES components. Again, as shown in Table 11, there was a significant correlation between both the value placed on the ASS instructional support and the TSES instructional strategies, and the value placed on the ASS managing the classroom environment and the TSES student engagement. This finding provided important insights into what the special education teacher participants in this study value, and the potential interplay between what they valued and their self-efficacy.

Table 11

Correlation between mean values ascribed to ASS subscales and mean values of the three components of TSES

		TSES Student Engagement (mean)	TSES Instructional Strategies (Mean)	TSES Classroom Management (mean)
ASS Emotional Subscale	Pearson *r*	.226*	.241*	.227**
	N	89	81	86
	Sig (2-tailed)	.033	.030	.036
ASS Technical Subscale	Pearson *r*	.109	.201	.193
	N	84	77	84
	Sig (2-tailed)	.325	.080	.078
ASS Instructional Subscale	Pearson *r*	.202	.221*	.155
	N	89	82	86
	Sig (2-tailed)	.057	.046	.155
ASS Managing Environment Subscale	Pearson *r*	.214*	.141	.133
	N	87	82	86
	Sig (2-tailed)	.046	.206	.222

** Correlation is significant at the .01 level

* Correlation is significant at the .05 level

Question 1 Summary

In summary, then, special education teacher participants who reported high levels of overall self-efficacy placed high value on their administrators' emotional support. In particular, high special education teachers' self-efficacy in terms of (a) student engagement, (b) instructional strategies, and (c) classroom management were correlated with the value they placed on their administrators' emotional support. In addition, special education teachers' self -efficacy in terms of instructional strategies was correlated with the value they placed on their administrators' instructional support, and their self-efficacy in terms of student engagement was correlated with the value they placed on their

administrators' support in terms of managing the classroom environment. For this reason, the nuanced answer to Question 1 was that valuing emotional support from the special education administrator was the strongest predictor of teacher self-efficacy.

Research Question 2

Research Question 2, (What is the relationship between perception of building-level administrative support and self-efficacy among special education teachers?) inquired into the special education teachers' perceptions of the support they actually received from their administrators. This was assessed in the ASS study survey by inviting participants to "rate" the performance of their administrators on a ten-point scale from a low of "1" to a high of "10."

Global Level

Within the context of this study, as shown in Table 12, the value that special education teacher participants placed on the items that constitute each of the four components of the ASS and the extent to which they saw their building-level administrator of special education practicing those items correlated significantly. For example, the value that special education teacher participants placed on the items in the ASS emotional support component was significantly correlated with the rating they assigned to their building-level administrator of special education's actual provision of emotional support. The same was true for the technical subscale, the instructional strategies subscale, and the managing the classroom environment subscale.

Table 12

Correlation of Value Teachers Place on Components of ASS and Teachers' Ratings of Administrators' Performance on Components

Value Placed on Component (mean of items; scale 1 -4)		Rating of Administrators' Performance on Component (mean of items: scale 1-10)			
		ASS Emotional Subscale	ASS Technical Subscale	ASS Instructional Subscale	ASS Managing Environment Subscale
ASS Emotional Subscale	Pearson *r*	.413**			
	N	84			
	Sig. (2-tailed)	<.001			
ASS Technical Subscale	Pearson *r*		.509**		
	N		79		
	Sig. (2-tailed)		<.001		
ASS Instructional Subscale	Pearson *r*			.550**	
	N			84	
	Sig. (2-tailed)			<.001	
ASS Managing Environment Subscale	Pearson *r*				.343**
	N				79
	Sig. (2-tailed)				.002

** Correlation is significant at the .01 level (2-tailed)

There was a generic level of conformity between what special education teachers value and the performance of their administrators. The results of analyzing teachers' rating of their administrators' performance in comparison to the teachers' self-concept confirmed what might have been expected from the findings in Question 1 (where it was found that what teachers value correlates to their self-efficacy in terms of emotional support, and, to a partial extent, in terms of instructional support and support for managing the classroom environment). Thus, Table 13 shows that only the provision of the emotional support component of the ASS was significantly correlated at the global level with mean overall self-efficacy.

Table 13

Correlation of Administrators' Performance on ASS Subscales to Mean Overall Self-efficacy on the TSES

		ASS Emotional Subscale "rate" (mean; scale 1-10)	ASS Technical Subscale "rate" (mean; scale 1-10)	ASS Instructional Subscale "rate" (mean; scale 1-10)	ASS Managing Environment Subscale "rate" (mean; scale 1-10)
Self-efficacy (mean overall)	Pearson *r*	.281*	.194	.215	.205
	N	77	72	76	76
	Sig. (2-tailed)	.013	.102	.062	.076

* Correlation is significant at the .05 level

Hence, at the global level, the answer to Question 2 was clear. At the "what does your special education administrator actually do" level, there is only one building level administrative support component that was related to teacher self-efficacy: Emotional support.

Component Level

Again, a component level disaggregation of ASS and TSES data was informative. As shown in Table 14, the performance of the ASS emotional support component was significantly correlated with all three components of teacher self-efficacy as measured by the TSES—as could be anticipated from the results of the correlation at the global level. However, two additional significant correlations emerged at the single component level. The provision of instructional support by the building-level administrator of special education as measured by the ASS is significantly correlated with the TSES instructional strategies, and the provision of support for managing the classroom environment on the ASS was significantly correlated with TSES student engagement. These correlations

mirrored the correlations found in analyzing the values placed by special education

teachers on the ASS components in Question 1.

Table 14

Correlation between Special Education Teachers' Perception of Performance by
Administrators on ASS components and Self-Efficacy as measured by TSES

		TSES Student Engagement (mean)	TSES Instructional Strategies (mean)	TSES Classroom Management (mean)
ASS Emotional Subscale "rate" (mean; scale 1-10)	Pearson r	.226*	.241*	.227*
	N	89	81	86
	Sig. (2-tailed)	.033	.030	.036
ASS Technical Subscale "rate" (mean; scale 1-10)	Pearson r	.109	.201	.193
	N	84	77	84
	Sig. (2-tailed)	.325	.080	.078
ASS Instructional Subscale "rate" (mean; scale 1-10)	Pearson r	.202	.221*	.155
	N	89	82	86
	Sig. (2-tailed)	.057	.046	.155
ASS Managing Environment Subscale "rate" (mean; scale 1-10)	Pearson r	.214*	.141	.133
	N	87	82	86
	Sig. (2-tailed)	.046	.206	.222

* Correlation is significant at the .05 level

Question 2 Summary

In summary, then, there was a significant correlation between the actual provision

of emotional support from their building-level administrator and special education

teachers' self-efficacy. However, there were two further components of the practice of

the building-level administrator of special education that correlated significantly with

components of special education teacher self-efficacy. Both of these were the same

component to component correlations found to be significant in terms of special

education teachers values: Instructional support for teachers by administrators (ASS)

correlated significantly to teachers' self-efficacy in terms of instructional strategies

(TSES), and the provision of support for managing the classroom environment by the

administrators correlated significantly with the teachers' self-efficacy in student

engagement.

Research Question 3

Research Question 3 asked how special education teachers' perceptions of the

support provided compare to their special education administrators' perception of the

support they provide. Thus, the analytical intention of Research Question 3 was to look at

the level of agreement or discrepancy among the perceptions of administrators of special

education (regarding what support they value and what support they provide) and special

education teachers (regarding what support they value and what support their

administrators of special education provide). Unfortunately, after the proposal defense, in

compliance with the insistence of the VCU Institutional Review Board, the match fields

in both the administrators of special education's and special education teachers' versions

of the ASS that would have enabled the linking of responses were removed.

Consequently, it was not possible to compare the perceptions of the building-level

administrators of special education with those of the special education teachers whom

they lead.

Nonetheless, meaningful generic comparisons were still possible that capitalized

on the contrast between the value that building-level administrators of special education

and special education teachers attributed to the provision of the ASS components, and the degree to which those components are implemented—each from their respective perspectives. These generic comparisons were operationalized by calculating a discrepancy score for the 52 individual items on the ASS for both the special education teachers and their building-level administrators. While a range of discrepancy scores was possible, it was decided to focus on what could be conceptualized as the optimal situation. This was the situation in which the administrator was claiming to provide at the highest level the support that he or she most highly valued (from the administrators' perspectives), and where the administrator was providing at the highest level the support that the special education teacher most highly valued (from the special education teachers' perspective). Thus, discrepancy scores were calculated for all items which participants "valued" as "4," while also "rating" the provision of that support by the administrator as "10." Given the difference in the scale ranges, a discrepancy score of "6"—obtained by subtracting the "value" from the "performance" rating—for an individual item indicated an optimal situation (namely, a highly valued item is being implemented at the highest level by a building-level administrator of special education from the perspective of either the special education teachers or the building-level administrator).

Table 15 shows the frequency of occurrence of optimal situation discrepancy scores of "6" (as explained above) across the 52 questions of the ASS, aggregated according to the four components. The first line in each component listing shows the frequency among teacher participants ($N = 98$), the second line shows the frequency

among supervisor participants (N = 23). The third line in each subgroup ("Admin. x 5")

shows the administrator frequency scaled up by a factor of five in order to facilitate

visual commensurability in the subsequent graphical comparisons.

Table 15

Frequency of Occurrence of Optimal Discrepancy Scores Among Special Education Teachers and Administrators of Special Education by ASS Component

Emotional	Q 1	Q 2	Q 3	Q 8	Q 9	Q 10	Q 12	Q 13	Q 15	Q 22	Q 24	Q 30	Q 31	Q 41	Q 51	Q 52
Teacher	28	16	8	11	11	9	20	2	13	24	8	11	4	24	20	19
Administrator	2	1	1	1	2	0	2	0	3	5	4	3	2	2	4	3
Admin. x5	10	5	5	5	10	0	10	0	15	25	20	15	10	10	20	15
Technical	Q 4	Q 16	Q 23	Q 26	Q 27	Q 28	Q 29	Q 33	Q 39	Q 46	Q 50					
Teacher	4	3	27	5	15	15	26	10	6	6	5					
Administrator	0	0	7	0	3	3	2	2	0	5	0					
Admin. x5	0	0	35	0	15	15	10	10	0	25	0					
Instructional	Q 5	Q 6	Q 11	Q 14	Q 17	Q 18	Q 19	Q 20	Q 40	Q 43	Q 45	Q 47	Q 48			
Teacher	2	19	4	1	2	6	3	13	3	0	5	3	5			
Administrator	0	2	0	0	0	1	0	0	0	0	1	0	1			
Admin. x5	0	10	0	0	0	5	0	0	0	0	5	0	5			
Managing the Environment	Q 7	Q 21	Q 25	Q 32	Q 34	Q 35	Q 36	Q 37	Q 38	Q 42	Q 44	Q 49				
Teacher	5	13	12	3	7	29	26	18	9	7	2	17				
Administrator	1	2	0	0	0	3	1	1	2	1	0	5				
Admin. x5	5	10	0	0	0	15	5	5	10	5	0	25				

Figures 17 through 20 plot the frequency of teacher discrepancy scores of "6" in

comparison to the scaled-up administrators' scores for each component of the ASS, as

shown in Table 15. There were notable points of agreement and disagreement on

particular questions. These will be discussed prior to each individual graph.

ASS "emotional support" component. When looking at the discrepancy scores

in Figure 17, it was apparent that some questions in the "emotional support" component

of the ASS evoked similar responses from both special education teachers and building-level administrators of special education. For example, in regards to question 51, ("permits me to use my own judgment"), both a "noteworthy minority" (N = 20; approximately 1 in 5) of the special education teachers perceived support in being permitted to use their own judgment to solve problems—which they highly valued—and a comparable "noteworthy minority" (N = 4; approximately 1 in 5) of the building-level administrators of special education perceived they highly valued this, and that they also facilitated this to the greatest degree.

Parenthetically, to put the phrase "noteworthy minority" in context, for the administrators, Table 15 indicates that the highest frequency of optimal discrepancy scores across all 52 questions of the ASS was on question 23 (N = 7), there were three questions with a frequency of five (questions 22, 46, and 49), and all other frequencies were less than five, with 20 questions registering zero frequency of optimal discrepancy scores. Thus, a question that registered as optimal discrepancy frequency of 5 for the administrators was "noteworthy." Similarly, the highest frequency of optimal discrepancy scores for the special education teachers was on question 35 (N = 29), lending support for referring to N = 20 as "noteworthy."

As Figure 17 shows, another concept that was optimally discrepant at approximately the same level in the perceptions of both special education teachers and building-level administrators of special education was question 22 ("listens and gives me undivided attention when I am talking").

On the other hand, there were questions within the ASS "emotional support" component on which a larger proportion of special education teachers perceive optimal discrepancy than do building-level administrators of special education. Question 1 ("supports my decisions in front of parents") stood out in this regard. Twenty-eight teachers perceived this to be an optimal situation (highly valued and maximally provided), but only two building-level administrators of special education shared the teachers' perspective. On this emotional support item, building-level administrators judged their performance more harshly than did the special education teachers. Question 12 ("shows confidence in my actions and decisions") and question 41 ("be available to help me solve professional problems") were two other instances of this phenomenon.

In contrast, there was one question within the ASS "emotional support" component on which special education teachers were harsher in their perception of an optimal situation compared to building-level administrators of special education. Question 24 pertained to seeking special education teachers' "seeks my input on important issues in the school." Building-level administrators of special education proportionately perceived their level of support on this item at a higher level than did special education teachers. It was not difficult to unearth anecdotes of leaders who believed themselves to be highly consultative—in contrast to the perceptions of those they lead.
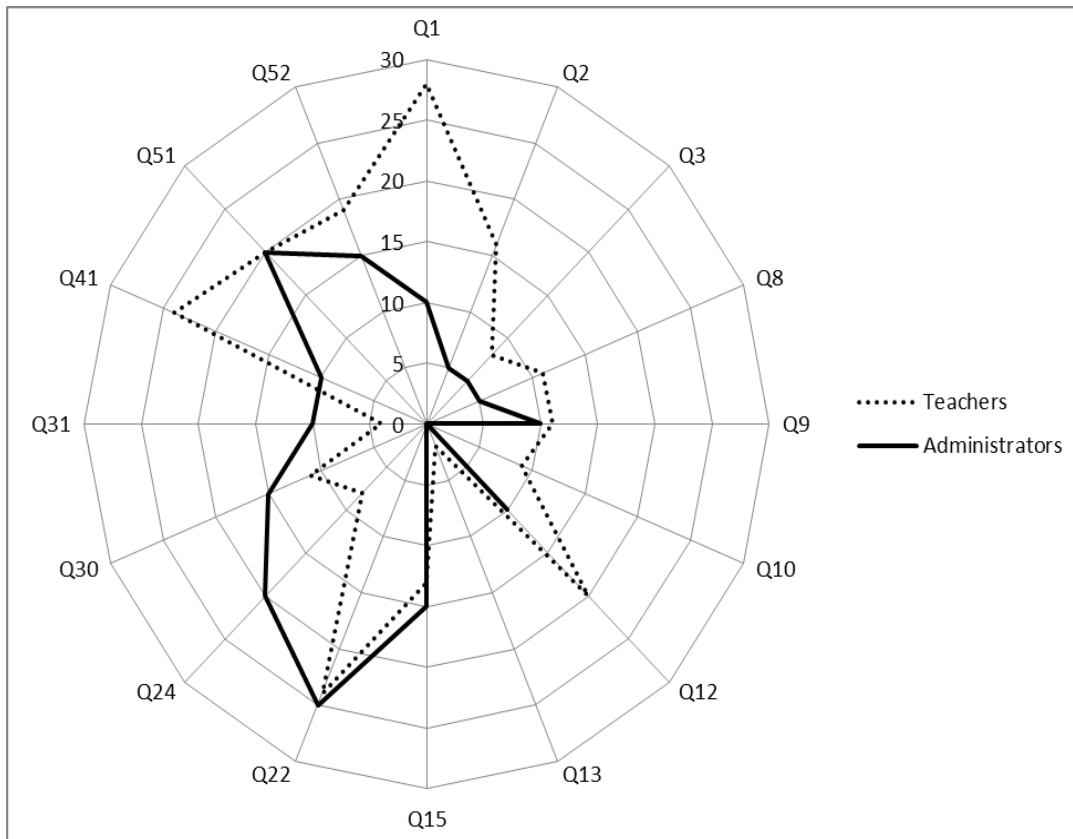
Figure 17. Frequency of teacher's optimal discrepancy scores in comparison to scaled-up building-level administrators of special education optimal discrepancy scores for ASS "emotional support" component.

ASS "technical support" component. In comparison to Figure 17, Figure 18 is perceptually less expansive. This signified that the items on this "technical support" component evoked fewer responses that aligned with an optimally discrepant situation. When looking at the discrepancy scores in Figure 18, several questions in this "technical support" subgroup of the ASS stood out as evincing similar responses of optimal discrepancy from special education teachers and building-level administrators of special education. For example, in regards to questions 27 ("helps ensure that teacher meets confidentiality requirements"), 28 ("help teachers get information from the central office

special education department in the school district"), and 33 ("help find information in special education files"), comparable proportions of special education teachers and building-level administrators of special education perceived high value aspects of technical support that was being provided the highest degree.

On the other hand, there were questions within the ASS "technical support" component on which special education teachers rated their building-level administrator of special education highly, but on which the building-level administrator themselves did not perceive their performance as optimal. Question 29 ("give reliable information about due dates for special education paperwork") stood out in this regard. Twenty-six teachers perceived this to be an optimal situation (highly valued and maximally provided), but only two building-level administrators of special education shared the teachers' perspective.

In contrast, there was one question within the ASS "technical" subgroup that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. Question 46 pertained to helping develop schedules to ensure that students receive the required hours of service specified in their IEPs. Building-level administrators of special education proportionately perceived their level of support at a higher level than did special education teachers.
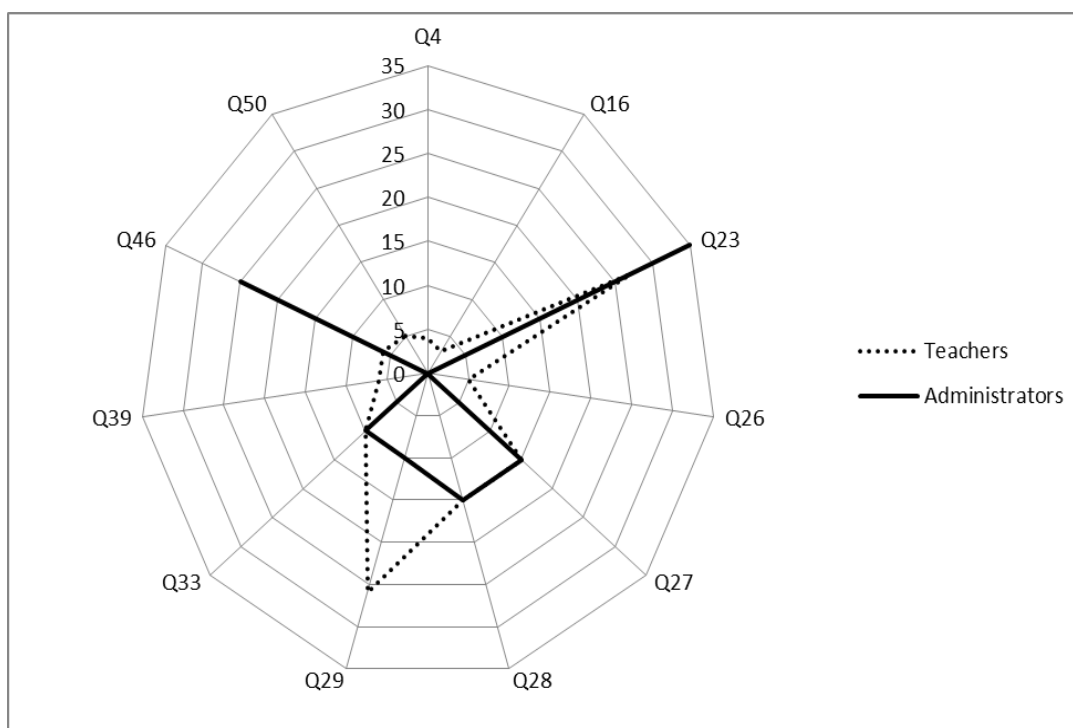
Figure 18. Frequency of teachers' optimal discrepancy scores in comparison to scaled-up building-level administrators of special education optimal discrepancy scores for ASS "technical support" component

ASS "instructional support" component. When looking at the discrepancy

scores in Figure 19, questions in the "instructional" subgroup of the ASS perceptions

between the special education teachers and building-level administrators of special

education were notably similar. For example, in regards to question 43, ("help write

lesson plans"), both the special education teachers (N = 0) perceived no support in

providing help with writing lesson plans- which they did not value- and the building-level

administrators of special education (N = 0) perceived as not valued, and that they also

facilitated this to the least degree.

As Figure 19 shows, other concepts that were rated very closely to the same level

by both special education teachers and building-level administrators of special education

was question 5 ("give teacher information about instrumental techniques that will help improve teaching"), question 14 ("help select or create curriculum for students with disabilities"), question 17 ("help teacher use planning time effectively"), question 18 ("suggest alternative instructional methods for students who are struggling"), 45 ("give information on ways to make instruction meaningful"), and question 48 ("help pick the right instructional programs for students")

On the other hand, there were questions within the ASS "instructional" subgroup which special education teachers rated their building-level administrator of special education highly, but on which the building-level administrator themselves did not perceive their performance as optimal. As an example, question 6 ("provide reliable feedback about IEPs") stood out in this regard. Nineteen teachers perceived this to be an optimal situation (highly valued and maximally provided), but only two building-level administrators of special education shared the teachers' perspective.

In contrast, there were no questions within the ASS "instructional" subgroup that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. No building-level administrators of special education proportionately perceived their level of support at a higher level than did special education teachers. As a matter of fact, nine out of the thirteen questions within the "instructional" subgroup were rated as zero in terms of the frequency of occurrence of optimal situation for building-level administrators of special education.
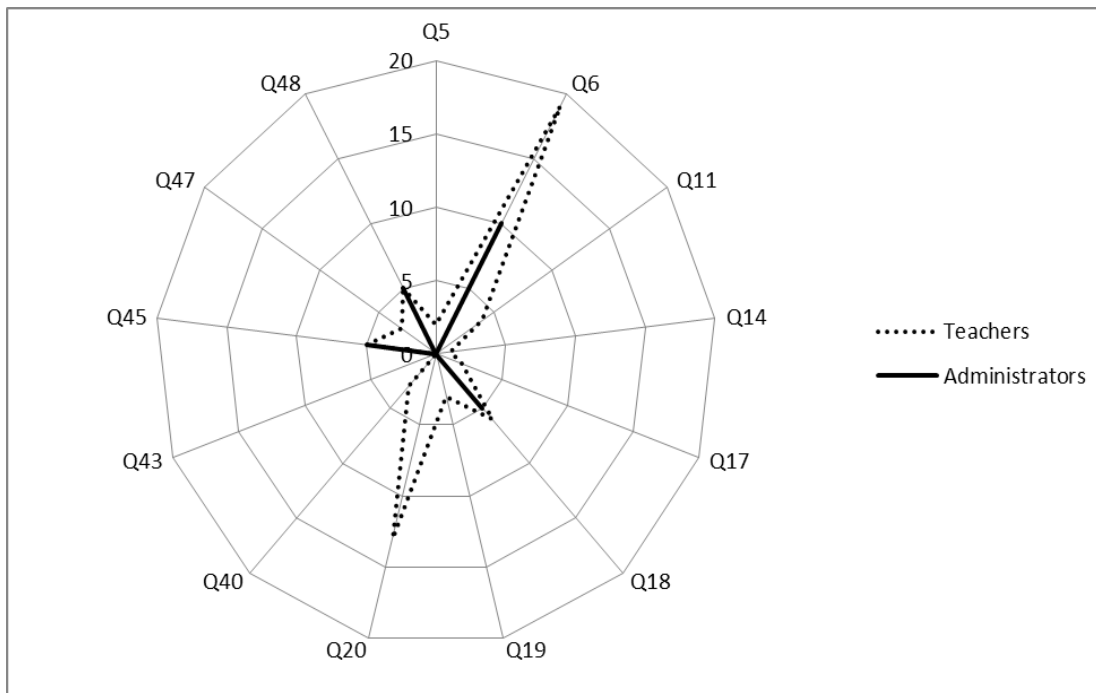
Figure 19. Frequency of teacher discrepancy scores of "6" in comparison to scaled-up building-level administrators of special education scores for ASS "instructional" subgroup

ASS "managing the environment" subgroup. When looking at the frequency of discrepancy scores in Figure 20, question 38 ("does not assign the teacher the most challenging students in the school all at one time") elicited a comparable proportional response from special education teachers and building-level administrators of special education, albeit at a relatively low level. This question had to do with a teacher's avoiding being assigned the most challenging students in the school all at one time— which nine teachers highly valued and also believed they were optimally catered for— and few (N = 2) of the building-level administrators of special education perceived to be highly valued, and for which are optimally catered.

On the other hand, as seen in Figure 20, there were questions within the ASS "managing the classroom environment" component that addressed high-value aspects of special education teachers' work and on which they rated their building-level administrator of special education highly, but on which the building-level administrator themselves did not proportionally agree. Question 36 ("make sure teacher has the space needed to teach and plan") stood out in this regard. Twenty-six teachers perceived this to be an optimal situation (highly valued and maximally provided), but only one building-level administrators of special education shared the teachers' perspective.

In contrast, there was one question within the ASS "managing the classroom environment" component that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. Question 49 pertained to communicating to the school staff that special education students and teachers are an important part of the school. Building-level administrators of special education proportionately perceived their level of support in this regard to be more frequently aligned optimally than did special education teachers.
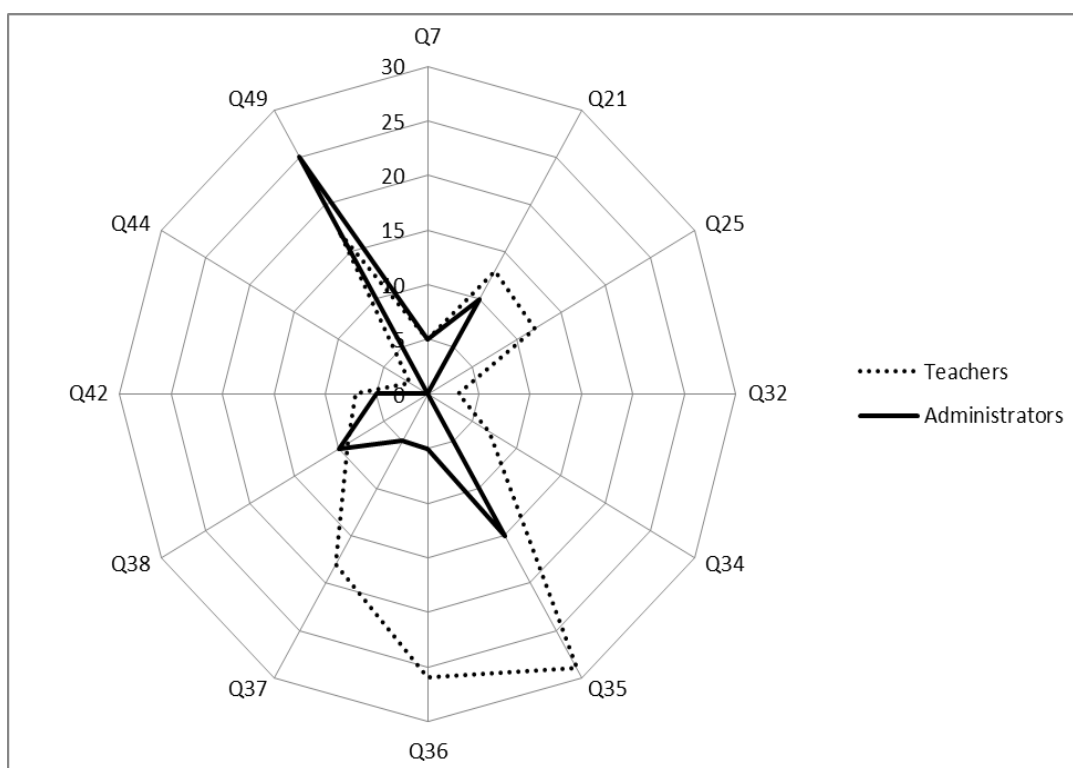
Figure 20. Frequency of teacher optimal discrepancy scores in comparison to scaled-up building-level administrators of special education optimal discrepancy scores for ASS "managing the classroom environment" component

Question 3 Summary

In summary, special education teachers' proportional perceptions of the highest level of support on the most highly valued items (referred to as optimal discrepancy) coincided on some items in each of the ASS components with the special education administrators' proportional perceptions of their highest level of support for the items they most highly valued. As shown in Table 16, the lowest mean frequency of optimal discrepancy for both teachers and administrators occurred in the ASS instructional support component, and the greatest mean frequency of optimal discrepancy occurred in the ASS emotional support component.

Table 16

Proportional Occurrence of Optimal Discrepancy Across ASS Components

	Perspective	Sum of Frequencies	# Items	Mean
Emotional Support	Teacher	228	16	14.25
	Administrator	35	16	2.19
Technical Support	Teacher	122	11	11.09
	Administrator	22	11	2.0
Instructional Support	Teacher	66	13	5.08
	Administrator	5	13	0.38
Managing the Classroom Environment	Teacher	148	12	12.33
	Administrator	16	12	1.33

This raised the question of how many items most highly valued by the special education teachers were met with less than maximum support by their building-administrators. This question was addressed by Table 17. The item which was most highly valued by special education teachers most frequently in each ASS component was highlighted. Question 1 (support for the special education teacher's decision in front of parents) was maximally valued by 82 of the 98 special education teacher respondents—the highest frequency of any question in the emotional support component, and also in the entire survey. At the same time, question 1 returned the second worst performance gap ($N = 54$, the difference between the frequency of maximum value and the frequency of maximum performance—both from the teacher's perspective).

The equal second highest frequency overall in terms of being assigned maximum value, and the highest frequency of maximum provision within the support for managing the classroom environment component of the ASS was on question 7 (ensuring enough planning time). On question 7, there was a performance gap of 60. The highest such maximum value frequency ($N = 57$) in the technical component of the ASS also recorded the highest performance gap ($N = 28$) in that component. Finally, in the instructional support component, the maximum value frequency was related to question 6 ($N = 42$, providing reliable feedback on Individual Education Programs), and the performance gap ($N = 20$) was the second highest for items in this component.

Table 17

Comparison of Frequencies of Teachers' Perceptions of Optimal Discrepancy,
*Maximally Valued and Maximally Provided Items, and Their Differences*

Emotional	Q 1	Q 2	Q 3	Q 8	Q 9	Q 10	Q 12	Q 13	Q 15	Q 22	Q 24	Q 30	Q 31	Q 41	Q 51	Q 52
Opt.Discrep.	28	16	8	11	11	9	20	2	13	24	8	11	4	24	20	19
Max.Value	82	62	38	35	47	34	66	14	26	49	27	47	15	44	58	59
Max.Prov.	28	18	9	15	11	10	21	4	16	30	10	20	7	27	22	20
Perf.Gap	54	44	29	20	36	24	45	10	10	19	17	27	8	17	36	39

Technical	Q 4	Q 16	Q 23	Q 26	Q 27	Q 28	Q 29	Q 33	Q 39	Q 46	Q 50
Opt.Discrep.	4	3	27	5	15	15	26	10	6	6	5
Max.Value	23	9	57	17	34	27	44	16	24	31	21
Max.Prov.	7	5	29	6	19	19	32	11	8	10	12
Perf.Gap	16	4	28	11	15	8	12	5	16	21	9

Instructional	Q 5	Q 6	Q 11	Q 14	Q 17	Q 18	Q 19	Q 20	Q 40	Q 43	Q 45	Q 47	Q 48
Opt.Discrep.	2	19	4	1	2	6	3	13	3	0	5	3	5
Max.Value	23	42	16	13	9	24	13	19	17	4	20	17	23
Max.Prov.	2	22	5	1	3	6	3	17	5	3	7	5	6
Perf.Gap	21	20	11	12	6	18	10	2	12	1	13	12	17

Managing the Environment	Q 7	Q 21	Q 25	Q 32	Q 34	Q 35	Q 36	Q 37	Q 38	Q 42	Q 44	Q 49
Opt.Discrep.	5	13	12	3	7	29	26	18	9	7	2	17
Max.Value	66	26	45	41	35	60	54	45	48	32	17	64
Max.Prov.	6	22	15	7	12	34	30	23	11	8	5	19
Perf.Gap	60	6	30	34	23	26	24	22	37	24	12	45

It would seem from Table 17 that the items on which participants placed the highest value most frequently were also the items on which there was the greatest performance gap (the difference between the frequency of maximum value and the frequency of maximum performance—both from the teacher's perspective). To investigate this correlation, Pearson correlations between the "Max.Value" and "Perf.Gap" lines from each of the components in Table 18 were calculated. The resulting

correlations confirmed the association between what participants valued most frequently at the highest level and the gap between the frequency of maximum value and the frequency of maximum performance—both from the teacher's perspective. The respective correlations were recorded under the graphs illustrating the correlations in Figure 21.
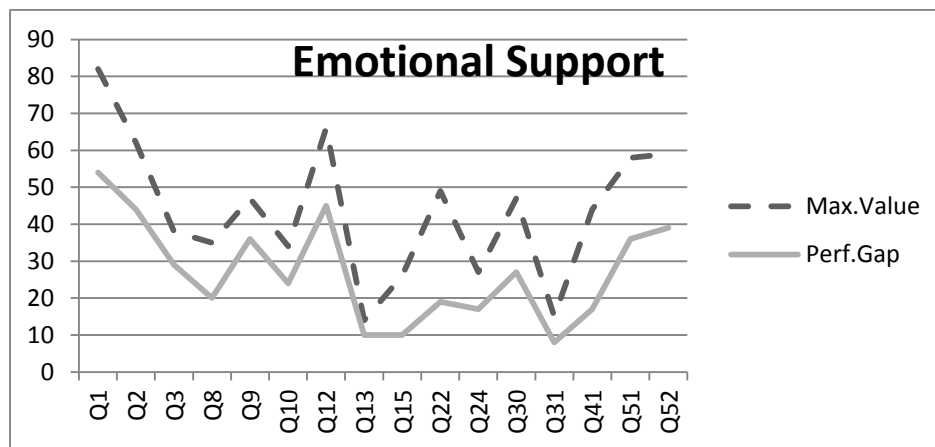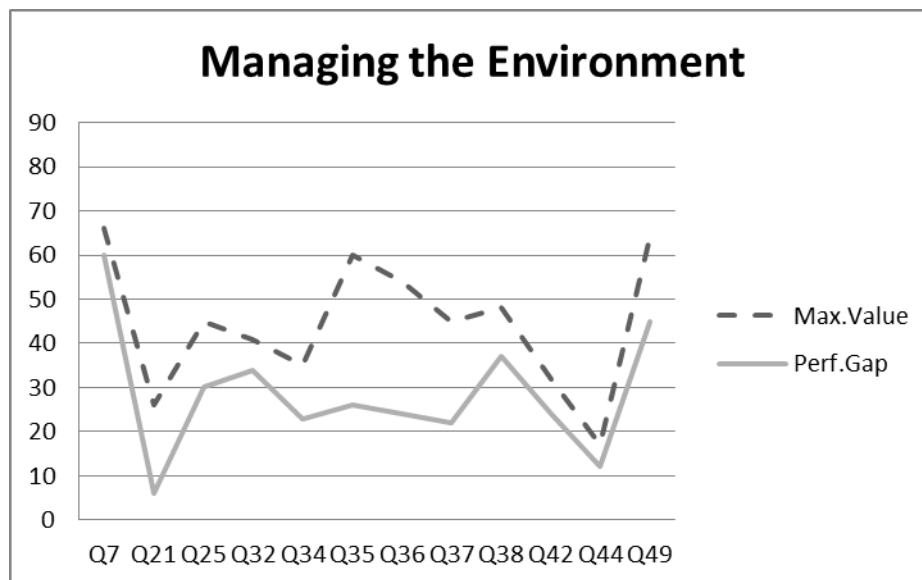

Pearson r (16) = .93, $p < .001$
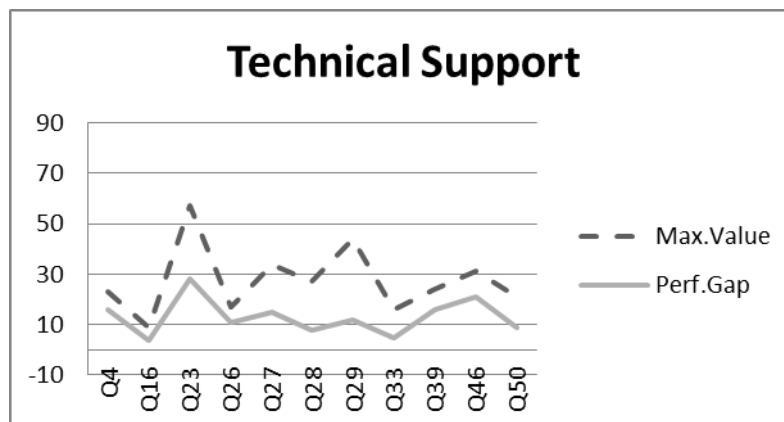
Pearson r (11) = .78, $p = .002$
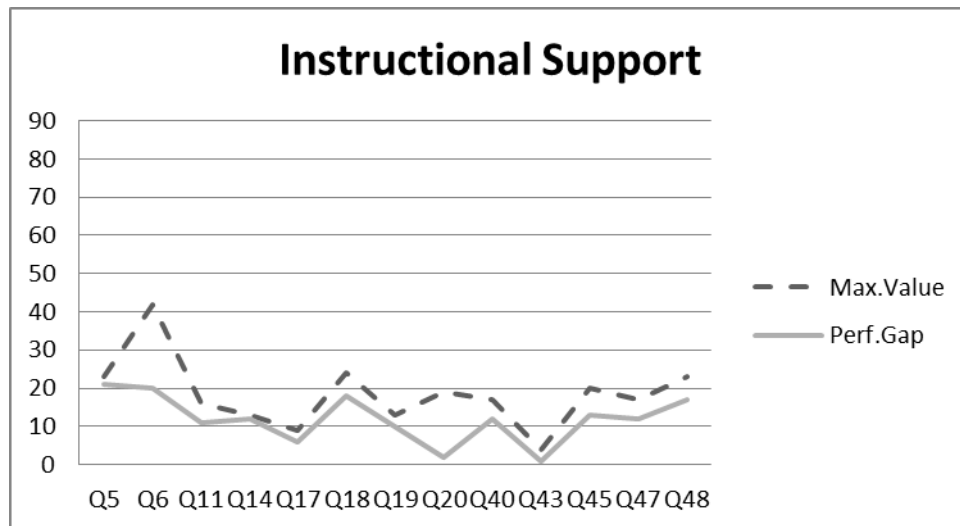
Pearson *r* (13) = .75, *p* = .002

Pearson *r* (12) = .79, *p* < .001

Figure 21. Graphs of frequency of most highly valued items compared to the performance gap on those items.

Chapter 5

Summary and Discussion

This chapter summarizes and discusses the results of this dissertation. It is divided into four sections: (a) background and statement of purpose, (b) review of methodology, (c) summary of the results, and (d) discussion of the results. The discussion of the results is further broken down into the following subsections: interpretation of the results, limitations of the study, implications for practice, and recommendations for future research.

Background and Statement of Purpose

Qualified special education teachers were needed to carry out research-based instructional practices in schools. One of the key tasks in the special education field is extending a qualified work force and sustaining special education teachers' involvement and commitment (Billingsley, 2007).

School administrators have been charged with the task of preserving the special education teaching field with qualified and diverse applicants. According to Billingsley (2007) positive administrative support sustains special education teachers' involvement and commitment to their work. A boost in job commitment and less stress among special education teachers can be linked to greater levels of administrative support (Billingsley, 2004; Gersten, 2001).

Building-level administrators of special education and special education teachers must work collaboratively to make available the supports needed to promote self-efficacy

among special education teachers. Understanding the dynamics of the interaction between special education teachers and the building-level administrator of special education is needed in order to bolster administrative support efforts thus increasing the overall success of special education teachers.

The purpose of this study was to research the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level administrators of special education at three educational levels: elementary, middle school and high school. This study conducted research into the following three key questions:

1. Which building level administrative support construct is the most powerful predictor of teacher self-efficacy?
2. What is the relationship between perception of building-level administrative support and self-efficacy among special education teachers?
3. How do special education teachers' perceptions of the support provided compare to their special education administrators' perception of the support they provide?

Review of Methodology

The particular school district data showed that 229 teachers were identified as teaching full-time within the special education department, so the target population of this study was inclusive of these individuals. The sample size for the study was determined by using self-selected sampling, meaning that the participants of this study

were selected because of their willingness to participate. Of the 229 possible special education participants, 98 individuals submitted completed surveys. Thus, this study collected and analyzed data from 43% of the target population. Of the 23 possible administrators of special education, 23 individuals submitted completed surveys. Thus, this study collected and analyzed data from 100% of the target population.

This research study collected data by using two survey instruments, The Administrative Support Survey (ASS, Balfour, 2001) and Teachers' Self-Efficacy Survey (TSES, Tschannen Moran & Woolfolk-Hoy, 2001) amalgamated into a single survey. The data were collected online utilizing REDCap, and downloaded and processed utilizing SPSS (Version 21).

Summary of the Results

Sample Statistics

Descriptive statistics showed that preponderance of both special education teacher participants and building-level administrators of special education respondents was from the elementary level. Although this is in keeping with the proportional division of special education across the schools in the school district that was the focus of this study, the imbalance across the levels needed to be taken into account in interpreting these data. The majority of the special education teacher participants have taught special education students more than ten years and possessed a professional certificate to teach these students.

The majority of building-level administrators of special education have 2-5 years of administrative experience. The preponderance of participants has a professional

certificate. Only one building-level administrator of special education respondent did not possess a certification in administration/supervision and two respondents have a degree in special education. The majority of building-level administrators of speecial education have 2-5 years experience as an administrator.

Statistics for Research Questions

Research question 1 pertained to which building-level administrative support construct is the most powerful predictor of teacher self-efficacy. In order to measure the degree of relationship between the perceived support given by building-level administrators of special education and teacher self-efficacy among special education teachers, a Pearson product-moment correlation coefficient was calculated. This statistic indicated the strength of the association of the observed data for the variables.

The participants in this study who most highly valued emotional support from their building level administrators had the highest self-efficacy. Further, participants with high levels of self-efficacy placed high value on such emotional support in all three components of their self-efficacy. For this reason, the nuanced answer to Question 1 was that emotional support from the administrator of special education was the strongest predictor of teacher self-efficacy.

Research question 2 pertained to the relationship between perception of building-level administrative support and self-efficacy among special education teachers. In order to measure the degree of relationship between value placed on components of ASS and the extent to which special education teachers perceived their building-level administrator of special education practicing these components, a Pearson product-moment correlation

coefficient was calculated. This statistic indicated the strength of the association of the observed data for the variables. The value that special education teacher participants placed on the items that constituted each of the four components of the ASS and the extent to which they saw their building-level administrator of special education practicing those items correlated significantly.

Finally, research question 3 addresses how the special education teachers' perceptions of the support provided compares to their special education administrators' perception of the support they provide. Generic comparisons were operationalized by calculating a discrepancy score for the 52 individual items on the ASS. These comparisons capitalized on the contrast between the value that building-level administrators of special education and special education teachers attributed to the provision of the ASS components, and the degree to which those components were being implemented—from their respective perspectives. In summary, then, when looking at how special education teachers' perceptions of the support provided compare to their special education administrators' perception of the support they provide, both the special education teachers and building-level administrators of special education participants in this study perceived similar levels of support at some degree within all four ASS subgroups. Perceived similar levels of support among special education teacher participants and the building-level administrators of special education participants occurred most often within the ASS "instructional" subgroup though the support was often viewed as very minimal. Within the ASS "emotional" subgroup, similar levels of support among special education teachers and building-level administrators of special

education were evident and the frequency of occurrence was greater than the "instructional" subgroup.

In contrast, there were questions within each of the ASS subgroups that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. Three questions within the "emotional" subgroup (question 24, 30, and 31; Appendix K), two questions within the "technical" subgroup (question 23 and 46; Appendix K), no questions within the "instructional" subgroup, and one question within the "managing the environment" subgroup (question 49; Appendix K) indicated that building-level administrators of special education proportionately perceived their level of support at a higher level than did special education teachers.

Discussion of the Results

Building upon previous research conducted in relation to (a) the context of special education teaching, (b) self-efficacy of special education teachers and (c) the building-level administrators and level of support given to special education teachers specifically extended the focus of the relationship between administrative support and teacher self-efficacy. The researcher sought to add to the body of literature regarding leadership skills. Additionally, the researcher sought to encourage administrators in school districts with a similar makeup to use the information to make improvements in their own localities. Building-level administrators of special education should investigate their administrative support constructs and analyze the impact it may have on special education teachers' self-efficacy.

As was pointed out in Chapter 2, in order to meet the provision of IDEA and NCLB, school districts are required to retain highly qualified, certified special education teachers to educate students with disabilities (Ramanathan, 2008). Since the passage of the Education for All Handicapped Children Act (EAHCA) in 1975, a nationwide shortage of special education teachers has been reported (American Association for Employment in Education, 2008; Brownell, Sindelar, Bishop, Langley, & Seo, 2005).

According to the Bureau of Labor Statistics (2009) reports the demand for qualified special educators is expected to increase by 20% between 2008 and 2018; a rate greater than what is predicted for all other occupations. With the national shortage of highly qualified special education teachers at 11.2% (U.S. Department of Education, 2008), approximately 45,514 of those serving as special education teachers nationally do not meet required standards. With the national shortage, the increasing demand for special education teachers affects both teacher quality and ultimately student achievement (Billingsley, 2005).

Having established that special education is a specialized area of education in which teachers are charged with guiding students with disabilities through the educational process, the next point in this chapter focuses on the sense of self-efficacy. Teachers with a stronger sense of self-efficacy believe that he or she has the capacity to positively influence the learning of his or her students. Eichinger (2000) and Lazarus (2006) suggest that self-efficacy is an attribute of high quality special education teachers.

The conceptualization of teacher self-efficacy in the literature focused on the teacher's perception of their own competence and on the ability to shape the values and

behavior of students (Ashton & Webb, 1986; Tschannen-Moran & Woolfolk-Hoy, 2001).

Additionally, Tschannen-Moran and Woolfolk-Hoy (2001) suggested measures of

teacher efficacy need to tap teacher's assessments of their competence across the wide

range of activities and tasks they are asked to perform. According to Skaalvik and

Skaalvik (2007) theoretically, teacher efficacy is believed to influence instructional

practices and motivating styles.

Ashton and Webb (1986) indicate that teachers with high levels of self-efficacy

set high expectations for student performance and less likely to give up on students who

demonstrate low academic achievement. Teachers with high self-efficacy, according to

Guskey (1988), are more likely to implement new instructional practices.

In order to meet the educational needs of special education students, education

leaders need to be aware of the correlation between administrative support and special

education teacher self-efficacy (Thornton, Peltier, & Medina, 2007). Extending current

research would be beneficial to both the administrative leadership teams and special

education teachers. It is essential to identify those constructs that act in concert with self-

efficacy for the further development of student success.

Administrators and special education teachers must collaborate to provide

supports at the school level that promote teacher retention and greater student

achievement. Billingsley (2003) and Miller, Brownell, and Smith (1999) support the idea

that administrative support has a powerful impact on special education teachers. The

building level administrator has a direct impact on the direction, culture, and process of

teaching and learning at the school (Billingsley, 2007) in that they must build an atmosphere of trust among stakeholders.

The goal of public education in the United States is to improve the academic achievement of all students by providing each with the opportunity to obtain a high-quality education (U.S. Department of Education, 2002). As the instructional leaders, the building-level administrators foster a vision that focuses on collaboration with special education teachers to promote learning for all children. Most importantly, building-level administrators must be cognizant of the special education teachers' needs and must provide them the support needed to experience success in their career.

Of the 229 full-time special education teachers employed within this school district during the 2012-2013 school year, the majority are employed as special education teachers at the elementary level, with roughly comparable numbers at the middle school and high school levels. In keeping with this pattern, of the 23 full-time building level administrators, the majority were designated as administrators of special education at the elementary level, with equal number of administrators at the middle school and high school levels.

Twenty-three out of twenty-three building-level administrators of special education completed their survey forms for an overall return rate of 100%. While the 43 % return rate of special education teacher survey is disappointingly low, the 98 completed surveys represent the perspective of a substantial number of the 229 special education teachers. Although the study was fairly small, the findings from this research can be useful to the schools and district leaders, who wish to examine further special

education teachers' perceptions of administrative support and the effect of those perceptions on teacher job satisfaction and student academic success. Additionally, based on the findings of this study, school districts with similar demographics may consider developing a high quality professional development institute for administrators to aide in overall perception of administrative support. This study is also useful to those who would like to conduct further research on self-efficacy of special education teachers.

Interpretation of the Results

The following key findings were evident:

- Special education teacher participants who reported high levels of overall self-efficacy placed high value on their administrators' emotional support. In particular, high special education teachers' self-efficacy in terms of (a) student engagement, (b) instructional strategies, and (c) classroom management were correlated with the value they placed on their administrators' emotional support. In addition, special education teachers' self -efficacy in terms of instructional strategies was correlated with the value they placed on their administrators' instructional support, and their self-efficacy in terms of student engagement was correlated with the value they placed on their administrators' support in terms of managing the classroom environment. For this reason, the nuanced answer to Question 1 was that valuing emotional support from the administrators of special education was the strongest predictor of teacher self-efficacy.

- There was a significant correlation between the actual provision of emotional support from their building-level administrator and special education teachers'

self-efficacy. However, there were two further components of the practice of the building-level administrator of special education that correlated significantly with components of special education teacher self-efficacy. Both of these were the same component to component correlations found to be significant in terms of special education teachers values: Instructional support for teachers by administrators (ASS) correlated significantly to teachers' self-efficacy in terms of instructional strategies (TSES), and the provision of support for managing the classroom environment by the administrators correlated significantly with the teachers' self-efficacy in student engagement.

- Special education teachers' proportional perceptions of the highest level of support on the most highly valued items (referred to as optimal discrepancy) coincided on some items in each of the ASS components with the special education administrators' proportional perceptions of their highest level of support for the items they most highly valued. The lowest mean frequency of optimal discrepancy for both teachers and administrators occurred in the ASS instructional support component, and the greatest mean frequency of optimal discrepancy occurred in the ASS emotional support component.

Implications for Practice

The results of this study provided a framework for further research in the area of special education teacher self-efficacy and administrative support, in addition to offering a basis for educational leaders, teacher preparation programs, and government officials to implement strategies and policies to increase the level of self-efficacy through

implementation of stronger administrative support. Knowing what special education teachers felt to be important support factors can help administrators identify where to concentrate their efforts during both formal and informal interactions.

Findings supported that the emotional construct of administrative support is the most powerful predictor of teacher self-efficacy. Additionally, the special education teacher participants in this study who most highly rated the provision of emotional support from their building-level administrator of special education had the highest self-efficacy. Both the special education teacher participants and building-level administrators of special education participants in this study perceived similar levels of support to some degree within all four ASS subgroups. Perceived similar levels of support among special education teacher participants and the building-level administrators of special education participants occurred most often within the ASS "instructional" subgroup, though the support was often viewed as very minimal. In other words, special education teachers and building-level administrators of special education perceived many of the "instructional" supports as less than optimal (score 0-2). Within the ASS "emotional" subgroup, similar levels of support among special education teachers and building-level administrators of special education was evident and the frequency of occurrence was greater compared to the "instructional" subgroup.

However, the findings did not support the existence of only one significant relationship between the perception of building-level administrative support and self-efficacy among special education teachers. Findings indicated that there were two further components of the practice of the building-level administrator of special education that

correlated with high special education teacher self-efficacy. Both of these were intrinsically related aspects of support for special education teachers by building-level administrators of special education in the areas of instructional strategies and managing the environment (ASS) to facilitate student engagement (TSES).

The data indicated that special education teacher participants needed the most support within the emotional construct from their building-level administrator of special education in regards to teacher self-efficacy. The data also showed a perceptual disconnect among special education teachers and building-level administrators of special education. Data indicated there were areas within the ASS subgroups that special education teachers rated their building-level administrator of special education highly, but on which the building-level administrator of special education themselves did not perceive their performance as optimal.

Additionally, there were 6 questions out of the possible 52 that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. Building-level administrators of special education proportionately perceived their level of support at a higher level than did special education teachers on three questions within the "emotional" subgroup, two questions within the "technical" subgroup, and one question within the "managing the environment" subgroup.

Interestingly, within the ASS "instructional" subgroup, special education teachers rated their building-level administrator of special education highly on some items on which the building-level administrator themselves did not perceive their performance as

optimal. In contrast, there were no questions within the ASS "instructional" subgroup that special education teachers proportionately rated lower in their perception of an optimal situation compared to building-level administrators of special education. No building-level administrators of special education proportionately perceived their level of support at a higher level than special education teachers. As a matter of fact, nine out of the 13 questions within the "instructional" subgroup were rated as zero in terms of the frequency of occurrence of optimal situation for building-level administrators of special education.

The study provided insight into teaching practices, the education of teacher and school administrators, and the conduct of education research. The implications from the findings added to the expanding body of knowledge regarding self-efficacy of special education teachers and the administrative support they receive. Results from this study could be utilized to create policies and practices at the higher education institutional level and within school districts to increase those administrative support constructs identified as valuable by special education teachers.

Linking this study to other similar studies was challenging due to the limited number of publications addressing special education teacher self-efficacy and administrative support. It was important to note that this study may have implications for special education teachers and school administrators which were explored in the next section.

Implications for Special Education Teachers

This study found that emotional support offered by the building-level administrator of special education was most highly valued by the special education

teacher participants. Those special education teacher participants who most highly valued emotional support had the highest self-efficacy. In light of this, special education teachers not only must rely on the building-level administrator of special education to provide emotional support but also look to find ways to intrinsically increase their levels of teacher self-efficacy.

Special education teachers with high levels of self-efficacy need to take the lead in identifying and mentoring colleagues who need support or encouragement in various aspects of day-to-day challenges that are presented to special education teachers. There is a need to clearly define mentor roles and responsibilities. Mentor training and support systems need to be in place while allotting time for professional development in mentoring of fellow colleagues. By creating a support system for one another, special education teachers can share best-practices for student engagement, instructional strategies, and classroom management.

Social cognitive theory based on Bandura's (1997) work provided a theoretical framework to guide interventions aimed at promoting teachers' well-being at school. Additionally, in preparing teachers of special education, integrating coursework and field-based experiences may allow interns to apply special education competencies and skills under the watchful eye of an experienced teacher.

Implications for Building-Level Administrators

In the era of high academic standards for all students, the concept of teacher efficacy is critically important. Administrators are challenged by the complexity of their role. In order to ensure that no child is left behind, capable and caring leaders are needed.

School administrators have the opportunity to build a strong sense of efficacy through experiences provided for their teachers. Administrators are uniquely positioned to provide supportive and challenging learning environments for all students by using human and material resources.

Effective leadership preparation is needed. University preparation programs need to work collaboratively with professional organizations, state agencies, and local communities to ensure school leadership can effectively advocate for educational rights of diverse learners. Communication between higher education institution faculty, policymakers, and school districts is critical in order to prepare special education teachers for optimal success in the field. The findings of this study carry important practical implications particularly relevant for higher education institution coursework aimed at creating and maintaining an effective learning environment.

Information generated in this study may serve the interest of school district personnel responsible for hiring special education teachers. Efforts should be made by the building-level administrator to determine the level of administrative support that is needed for each new hire. There is a need to institute a mentoring program with focused and effective one-to-one conversations to open a dialogue between the building-level administration and special education teachers. This type dialogue will assist in gathering information in regards to what types of ongoing support is needed and how to improve the work environment of special education teachers.

Efforts should be made to provide high quality professional development institutes for administrators. Facilitating shared goals and specific administrative

strategies should be the aim for professional growth opportunities. These opportunities will increase administrators' knowledge of special education in general, increase the knowledge of the needs of special education teachers and how to apply this knowledge to specific scenarios. School leaders will need to examine school culture, professional development, support, and other factors which may be specifically related to self-efficacy and indirectly related to job satisfaction.

Limitations of the Study

There are some limitations in the design of the current study that are noteworthy. First, the research was conducted in one school district which limits the ability to generalize to special education teachers and building-level administrators of special education in other geographic areas. Secondly, the study may have been impacted by the fact that the researcher was a school administrator in the school district in which the research was conducted. The possibility of influence may have existed because the researcher had professional relationships with several of the potential respondents due to her past and current position in the school district. Due to this, respondents may have not answered according to how they actually felt but rather according to how they believed the researcher wanted them to answer. Of concern is that some teachers, perhaps those who felt less efficacious, may have chosen not to participate, but we have no way to access this information. Third, because the measure was a self-report, there was always a concern that responses might not be both accurate and truthful. In survey studies, respondents do not have the opportunity to gain clarification about the survey questions. Thus, possible response confusion may have occurred.

Despite these limitations, it was believed that the results of this study would promote a better understanding of the relationship between administrative support and special education teacher's self-efficacy. It would also be useful for school districts, school boards, and teacher preparation programs to begin to address these issues.

Implications for Future Research

To begin, more research should explore supports offered by building-level administrators of special education and the self-efficacy of special education teachers in more diverse school districts and communities. Subsequent studies could expand the sample size in the study.

Although it was not possible to infer causation from these correlational results, it was clear that associations between self-efficacy constructs and administrative support constructs exist. This research was encouraging, despite being a modest first step in examining factors related to building-level administrative support and special education teacher self-efficacy. The research efforts in the field of special education should continue to investigate specific constructs of administrative support that may make a difference in the enhancement of teachers' self-efficacy while supporting efforts to build strong efficacy beliefs among the special education teacher population. This leaves the door open to many possibilities for future research in this area.

This study could be replicated within the boundaries of a school district with selected levels in geographic areas to discover the perceptions of factors that influence self-efficacy of special education teachers. The data produced by this kind of study could allow school leaders to analyze current perceptions and trends of self-efficacy and

develop strategies to create change in the areas of concern. Teachers may have varying perceptions related to self-efficacy dependent upon their school's location within a given geographic area.

Since surveys are used in most studies addressing special education, few researchers have given special education teachers and building-level administrators of special education an opportunity to discuss the challenges within their careers and how these issues play a part in their decisions. It would be beneficial for a qualitative analysis or a mixed method approach to be added to the current research. This would provide an opportunity to hear perspectives on the challenges encountered which would provide greater insight.

Increased attention should be paid to the education and training received by prospective special education teachers in their teacher preparation programs. Practicing and prospective special education teachers should be taught the value of examining their beliefs. This overarching framework should emphasize the ability to analyze one's beliefs and actions. Additionally, the framework should underscore the philosophy of teaching students with disabilities including emphasis of innovative teaching strategies in order to maximize students' academic and social gains.

Additional research should be employed with a larger sample size in order to promote a better understanding of the relationship between administrative support and special education teacher self-efficacy. An additional area for further study includes the administrator's preparation, knowledge, and background in special education service delivery. A building-level administrator of special education who is highly skilled in

special education may view their role to support special education teachers differently than those with limited backgrounds in the field. Continued research in the field is recommended as a priority for recruiting and retaining qualified teaching staff.

Summary

The purpose of the study was to research the construct of administrative support as a factor in the self-efficacy of special education teachers by focusing on the relation between special education teachers and building-level administrators at three educational levels: elementary, middle school, and high school. Quantitative analysis of the survey instrument responses revealed the special education teacher participants in this study who most highly valued emotional support from their building-level administrator of special education had the highest self-efficacy. Further, special education teacher participants with high levels of self-efficacy placed high value on such emotional support in all three components of their self-efficacy (student engagement, instruction practices, and classroom management). Therefore, emotional support from the building-level administrator of special education was the strongest predictor of teacher self-efficacy.

In this era of high standards for all students, the concept of administrative support and high levels of teacher self-efficacy is crucial. Administrative leadership is fundamental for implementing superior special education practices efficiently. The positive collaboration between the building-level administrators of special education and special education teachers is valued as a necessary component that impacts greater student achievement.

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Appendix A

OFFICE OF RESEARCH
MAY 8 2013
SUBJECT PROTECTION

RESEARCH SUBJECT INFORMATION AND CONSENT FORM
Full-time Building-level Administrator of Special Education

TITLE: The Relationship Between Administrative Support and Teacher Efficacy in the Professional Life of Special Education Teachers

VCU IRB NO. HM 15050

PURPOSE OF THE STUDY

Administration plays a prominent role in supporting special education teachers. The purpose of this research study is to analyze the relationship between the perception of building-level administrative support and teacher efficacy among special education teachers. You are being asked to participate in this study because you are a full-time building-level administrator responsible for special education administration within your building.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

In this study you will be asked to complete an online survey (https://redcap.vcu.edu/rc/surveys/?s=MgAjJY) seeking your response to questions pertaining to administrative support and teacher efficacy. It will require 15-20 minutes of your time. All responses to this survey will be kept strictly anonymous. No names will be elicited though the level at which you serve as the building-level special education administrator will be identifiable. You have the right to withdraw from the study at any point. Your participation in this survey is strictly voluntary.

BENEFITS TO YOU AND OTHERS

You may not get any direct benefit from this study, but, the information we learn from people in this study may help us identify definitive and powerful leadership strategies to use in our efforts to support special education teachers. Data can provide a basis for implementing plans and programs in creating awareness for school leaders of factors that influence teacher efficacy.

RISKS AND DISCOMFORTS

There is a risk that you may find some of the questions about your job conditions to be sensitive. You may refuse to answer any questions on the survey or you may stop at any time without any penalty. The risk level of this research is considered to be minimal.

COSTS

There are no costs for participating in this study other than the time you will spend in the completing the online survey.

May 8, 2013   **APPROVED**   Page **1** of **3**

5-14-13 / JST / JR

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May 8, 2013   **APPROVED**   Page **1** of **3**

5-14-13 / JST / JR

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COSTS
There are no costs for participating in this study other than the time you will spend in the completing the online survey.

May 8, 2013   **APPROVED**   Page **1** of **3**

5-14-13 / JSF / JR

PAYMENT FOR PARTICIPATION
You may choose to be entered into a drawing for a $50 gift card to a local bookstore. Once permission is given, the sophisticated REDcap survey system will extract your name while remaining anonymous to survey results. Your name will then be entered into a drawing for a $50 gift card to a local bookstore which will be awarded to six of the possible 22 participating building-level special education administrators and the possible 229 participating full-time special education teachers.

CONFIDENTIALITY
Data is being collected only for research purposes. All responses to this survey will be kept strictly anonymous. No names will be elicited though the level at which you serve as the building-level special education administrator will be identifiable. Your participation in this survey is strictly voluntary. Access to all data will be limited to study personnel. Data will be destroyed at the conclusion of this study.

VOLUNTARY PARTICIPATION AND WITHDRAWAL
You do not have to participate in this study. If you choose to participate, you may stop at any time without any penalty. You may also choose not to answer particular questions that are asked in the study.

ALTERNATIVES
The alternative is to not participate in this study.

QUESTIONS
If you have any questions, complaints, or concerns about your participation in this research, contact:

Susan Combee
combeesg@vcu.edu
(804) 730-4610

Dr. R. Martin Reardon
rmreardon@vcu.edu
(804) 828-8698

The researcher/study staff named above is the best person(s) to call for questions about your participation in this study.

If you have any general questions about your rights as a participant in this or any other research, you may contact:

Office of Research
Virginia Commonwealth University
800 East Leigh Street, Suite 3000

May 8, 2013   **APPROVED**   Page 2 of 3

5-14-13 / JST / JYR

www.manaraa.com

P.O. Box 980568
Richmond, VA 23298
Telephone: (804) 827-2157

Contact this number for general questions, concerns or complaints about research. You may also call this number if you cannot reach the research team or if you wish to talk with someone else. General information about participation in research studies can also be found at http://www.research.vcu.edu/irb/volunteers.htm.

May 8, 2013

APPROVED

5-14-13 / JST / JR2

RESEARCH SUBJECT INFORMATION AND CONSENT FORM
Full-time Special Education Teacher

TITLE: The Relationship Between Administrative Support and Teacher Efficacy in the Professional Life of Special Education Teachers

VCU IRB NO.: HM 15050

PURPOSE OF THE STUDY
Administration plays a prominent role in supporting special education teachers. The purpose of this research study is to analyze the relationship between the perception of building-level administrative support and teacher efficacy among special education teachers. You are being asked to participate in this study because you are a full-time special education teacher.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT
In this study you will be asked to complete an online survey
(https://redcap.vcu.edu/rc/surveys/?s=ysLISa)
seeking your response to questions pertaining to administrative support and teacher efficacy. It will require 15-20 minutes of your time. All responses to this survey will be kept strictly anonymous. No names will be elicited though the level at which you teach will be identifiable. You have the right to withdraw from the study at any point. Your participation in this survey is strictly voluntary.

BENEFITS TO YOU AND OTHERS
You may not get any direct benefit from this study, but, the information we learn from people in this study may help us identify definitive and powerful leadership strategies to use in our efforts to support special education teachers. Data can provide a basis for implementing plans and programs in creating awareness for school leaders of factors that influence teacher efficacy.

RISKS AND DISCOMFORTS
There is a risk that you may find some of the questions about your job conditions to be sensitive. You may refuse to answer any questions on the survey or you may stop at any time without any penalty. The risk level of this research is considered to be minimal.

COSTS
There are no costs for participating in this study other than the time you will spend in the completing the online survey.

May 8, 2013   APPROVED   Page 1 of 3

5-14-13 / JST / JR

PAYMENT FOR PARTICIPATION

You may choose to be entered into a drawing for a $50 gift card to a local bookstore. Once permission is given, the sophisticated REDcap survey system will extract your name while remaining anonymous to survey results. Your name will then be entered into a drawing for a $50 gift card to a local bookstore which will be awarded to six of the possible 22 participating building-level special education administrators and the possible 229 participating full-time special education teachers

CONFIDENTIALITY

Data is being collected only for research purposes. All responses to this survey will be kept strictly anonymous. No names will be elicited though the level at which you teach will be identifiable. Your participation in this survey is strictly voluntary. Access to all data will be limited to study personnel. Data will be destroyed at the conclusion of this study.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

You do not have to participate in this study. If you choose to participate, you may stop at any time without any penalty. You may also choose not to answer particular questions that are asked in the study.

ALTERNATIVES

The alternative is to not participate in this study.

QUESTIONS

If you have any questions, complaints, or concerns about your participation in this research, contact:

> **Susan Combee**
> *combeesg@vcu.edu*
> **(804) 730-4610**
>
> **Dr. R. Martin Reardon**
> *rmreardon@vcu.edu*
> **(804) 828-8698**

The researcher/study staff named above is the best person(s) to call for questions about your participation in this study.

If you have any general questions about your rights as a participant in this or any other research, you may contact:

> Office of Research
> Virginia Commonwealth University
> 800 East Leigh Street, Suite 3000
> P.O. Box 980568

May 8, 2013   **APPROVED**

5-14-13 / JST / JR

Richmond, VA 23298
Telephone: (804) 827-2157

Contact this number for general questions, concerns or complaints about research. You may also call this number if you cannot reach the research team or if you wish to talk with someone else. General information about participation in research studies can also be found at http://www.research.vcu.edu/irb/volunteers.htm.

May 8, 2013

APPROVED

5-14-13 / JSF / JR

Page 3 of 3

Appendix B

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 3, 2013

Dear ASE colleagues,

I am currently a doctoral candidate at Virginia Commonwealth University and an administrator in Hanover County Public Schools. Through my experiences, I understand the tremendous challenges that educators must tackle each and every day. Administration plays a prominent role in supporting special education teachers. Through my study, I want to analyze the relationship between the perception of building level administrative support and self-efficacy among special education teachers. You are being asked to participate in this study because you are responsible for the special education administration within your building.

The link to the survey is https://redcap.vcu.edu/rc/surveys/?s=MgAjJY. All responses to this survey will be kept strictly confidential. No names will be elicited and no connection to specific schools will be identified. Your participation in this survey is strictly voluntary though your input would be greatly appreciated.

The survey is to be taken online (https://redcap.vcu.edu/rc/surveys/?s=MgAjJY) and will require 15-20 minutes of your time. The sophisticated REDcap survey system is able to extract the names of special education administrators who complete the survey while remaining anonymous to survey results. Your name will be entered into a random drawing for one of two $50 gift cards to a local bookstore.

I sincerely appreciate your time and efforts to complete this survey. If you have any questions or concerns, please do not hesitate to contact me at combeesg@vcu.edu or (804)723-3566. Thanks again for your time.

Thank you,
Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix C

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 7, 2013

Dear ASE colleagues,

I am currently a doctoral candidate at Virginia Commonwealth University and an administrator in Hanover County Public Schools. I'm asking for your input regarding administrative support of special education teachers. All responses to this survey will be kept strictly confidential. No names will be elicited and no connection to specific schools will be identified.

The survey is to be taken online (https://redcap.vcu.edu/rc/surveys/?s=MgAjJY) and will require 15-20 minutes of your time.

I sincerely appreciate your time and efforts to complete this survey.

Sincerely,
Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix D

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 12, 2013

Dear ASE colleagues,

A few days ago, you were asked to complete a survey regarding administrative support
and special education teacher self- efficacy. I hope that you have decided to help in
gathering data for this important research study. If you have not yet submitted the survey,
you still have time to do so. The deadline for submission is June 19.

**The survey is to be taken online (https://redcap.vcu.edu/rc/surveys/?s=MgAjJY)
and will require 15-20 minutes of your time.**

If you have any questions regarding this research study, please contact me at
combeesg@vcu.edu or call at (804) 723-3560.

Thank you for your help with this project,

Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix E

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 3, 2013

Dear Special Education teachers,

I am currently a doctoral candidate at Virginia Commonwealth University and an administrator in Hanover County Public Schools. Through my experiences, I understand the tremendous challenges that educators must tackle each and every day. Administration plays a prominent role in supporting special education teachers. Through my study, I want to analyze the relationship between the perception of building level administrative support and self-efficacy among special education teachers. You are being asked to participate in this study because you work as a full-time special education teacher in the Hanover County Public School system.

The link to the survey is https://redcap.vcu.edu/rc/surveys/?s=ysLISa. All responses to this survey will be kept strictly confidential. No names will be elicited and no connection to specific schools will be identified. Your participation in this survey is strictly voluntary though your input would be greatly appreciated.

The survey is to be taken online (https://redcap.vcu.edu/rc/surveys/?s=ysLISa) and will require 15-20 minutes of your time. The sophisticated REDcap survey system is able to extract the names of special education teachers who complete the survey while remaining anonymous to survey results. Your name will be entered into a random drawing for one of four $50 gift cards to a local bookstore.

I sincerely appreciate your time and efforts to complete this survey. If you have any questions or concerns, please do not hesitate to contact me at combeesg@vcu.edu or (804)723-3566. Thanks again for your time.

Thank you,
Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix F

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 7, 2013

Dear Special Education teachers,

I am currently a doctoral candidate at Virginia Commonwealth University and an administrator in Hanover County Public Schools. I would like you to participate in an online survey regarding administrative support given to special education teachers. All responses to this survey will be kept strictly confidential. No names will be elicited and no connection to specific schools will be identified.

The survey link is **https://redcap.vcu.edu/rc/surveys/?s=ysLISa** and will require 15-20 minutes of your time.

I sincerely appreciate your time and efforts to complete this survey.

Sincerely,
Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix G

Susan W. Combee
Cool Spring Elementary School
9964 Honey Meadows Road
Mechanicsville, VA 23116

June 13, 2013

Dear Special Education teachers,

A few days ago, you were asked to complete a survey regarding administrative support given to special education teachers. I hope that you have decided to help in gathering data for this important research study. If you have not yet submitted the survey, you still have time to do so. The deadline for submission is June 19.

The survey link is **https://redcap.vcu.edu/rc/surveys/?s=ysLISa** and will require 15-20 minutes of your time.

If you have any questions regarding this research study, please contact me at combeesg@vcu.edu or call at (804) 723-3560.

Thank you for your help with this project,

Susan Combee
Doctoral candidate
Virginia Commonwealth University

Appendix H

Susan W. Combee
9458 Lady Elizabeth Lane
Mechanicsville, VA 23116
(804) 723-3564 (fax)

October 13, 2011

Dear Dr. Balfour,

I am completing a doctoral dissertation at Virginia Commonwealth University in Richmond, Virginia. My research is in the area of special education teachers and administrative support and the impact it has on teachers' sense of efficacy.

I request your permission to use your survey instrument, *The Administrative Support Survey,* in my dissertation research and to reproduce that item in an appendix to the dissertation.

The completed dissertation will be deposited in the university library.

If you are the copyright owner and you grant permission for this use, please sign below and return this letter to me.

I appreciate this assistance with my research.

Sincerely,

Susan W. Combee
Student
Doctor of Philosophy
Educational Leadership
Virginia Commonwealth University

Appendix I

Susan W. Combee
9458 Lady Elizabeth Lane
Mechanicsville, VA 23116
(804) 723-3564 (fax)

November 2, 2012

Dear Dr. Woolfolk-Hoy,

I am completing a doctoral dissertation at Virginia Commonwealth University in Richmond, Virginia. My research is in the area of special education teachers and administrative support and the impact it has on teachers' sense of efficacy.

I request your permission to use your survey instrument, *The Teachers' Sense of Efficacy Scale,* in my dissertation research and to reproduce that item in an appendix to the dissertation.

The completed dissertation will be deposited in the university library.

If you are the copyright owner and you grant permission for this use, please sign below and return this letter to me.

I appreciate this assistance with my research.

Sincerely,
Susan W. Combee
Student
Doctor of Philosophy
Educational Leadership
Virginia Commonwealth University

PERMISSION TO USE *The Teachers' Sense of Efficacy Scale*

(developed by Drs. Tschannen-Moran and Woolfolk-Hoy)

I grant permission to Susan W. Combee to use the material described above. I also approve minor changes to the scale that may be needed to meet specific perimeters of the research being conducted by Mrs. Combee

Anita Woolfolk Hoy

_____   __November 29, 2012_____

Dr. A. Woolfolk-Hoy, copyright owner   Date

Susan W.Combee

9458 Lady Elizabeth Lane
Mechanicsville, VA 23116
(804) 723-3564 (fax)

November 27, 2012

Dear Dr. Tschannen-Moran,

I am completing a doctoral dissertation at Virginia Commonwealth University in Richmond, Virginia. My research is in the area of special education teachers and administrative support and the impact it has on teachers' sense of efficacy.

I request your permission to use your survey instrument, *The Teachers' Sense of Efficacy Scale,* in my dissertation research and to reproduce that item in an appendix to the dissertation.

The completed dissertation will be deposited in the university library.

If you are the copyright owner and you grant permission for this use, please sign below and return this letter to me.

I appreciate this assistance with my research.

Sincerely,
Susan W. Combee
Student
Doctor of Philosophy
Educational Leadership
Virginia Commonwealth University

The College Of
WILLIAM&MARY

School of Education
Post Office Box 8795
Williamsburg, Virginia 23187-8795
Fax: (757) 221-2988

Megan Tschannen-Moran, Ph.D.
Professor
mxtsch@wm.edu
(757) 221-2187

November 29, 2012

Dear Susan Combee :

You have permission to use the Teachers Sense of Efficacy Scale that I developed with Dr. Anita Woolfolk Hoy for your dissertation research. Please use the following citation when referencing the scale:

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

Although the name of the measure has been changed since that article was published, the contents of the scale remain the same.

You may download a copy of the instrument and directions for scoring from my website at http://mxtsch.people.wm.edu. I would like to receive a brief summary of your results when you are finished.

Sincerely,

Megan Tschannen-Moran

Appendix J

Administrative Support Survey

Survey Items Grouped by Subscale

Survey items groups by subscale (Balfour, 2001)

Emotional subscale

1   Support my decisions in front of parents.

2   Make me feel that I am making a difference.

3   Be interested in what I do in my classroom.

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

        grow.

9   Give me genuine and specific feedback about my work.

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

12   Show confidence in my actions and decisions.

13   Observe frequently in my classroom.

15   Be available to discuss my personal problems or concerns.

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

24   Seek my input on important issues in the school

30   Give me recognition for a job well done.

31   Recognize special projects or programs in my class.

41   Be available to help me solve professional problems.

51   Permit me to use my own judgment.

52   Support my decision in front of other teachers.

Technical subscale

4   Provide me with reliable feedback about my IEPs.

16   Provide me with reliable input about the progress reports I write on my
        students.

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

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

27   Help me ensure that I meet confidentiality requirements.

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

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

33   Help me find information in special education files.

39   Help me coordinate related services for my students (i.e., speech-language and
        others)

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

50   Help me get assistive technology devices for my students.

Instructional subscale

5   Give me information about modifying instruction.

6   Give me information about instructional techniques that will improve my

teaching.

11   Help me interpret state curriculum standards and apply them to teaching my

special education students.

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

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

18   Help me use my plan book effectively.

19   Suggest alternative materials for students who are struggling.

20   Help me select appropriate instructional materials

40   Help me implement co-teaching strategies.

43   Help me write lesson plans.

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

47   Provide me with strategies for working with paraprofessionals.

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

reading, math)

Managing the Environmental subscale

7   Ensure that I have enough planning time.

21   Keep me informed of school and district events.

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

subjects.

31   Arrange my schedule in a way to reduce the time I spend on paperwork and

meetings.

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

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

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

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

computers, TV)

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

42   Provide me with clerical assistance to schedule meetings and complete

paperwork.

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

exceptionalities).

49   Communicate to staff that special education students and teachers are

important.

Appendix K

Teacher's Sense of Efficacy Scale Survey

Survey Items Grouped by Subscale

Survey items groups by subscale (Tschannen-Moran and Hoy, 2001)

Efficacy in Student Engagement

2. How much can you do to motivate students who show low interest in school work?

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

7. How much can you do to get students to believe they can do well in school work?

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

Efficacy in Instructional Strategies

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

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

10. To what extent can you provide an alternative explanation or example when students are confused?

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

Efficacy in Classroom Management

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

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

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

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

Appendix L
Confidential

Administrative Support and Teacher Efficacy

I very much appreciate you completing this survey about administrative support and teacher efficacy. Please respond to each item. The survey should take you 15-20 minutes to complete. Thank you very much for your time.

Thank you for taking the time to complete this survey. This first section will provide needed background information.

1. What category best describes your current special education career status? (choose only one)

☐ a. This is my first year of teaching special education students.
☐ b. This is my second to fifth year of teaching special education students.
☐ c. This is my sixth to tenth year of teaching special education students.
☐ d. I have taught special education students more than ten years.

2. What category best describes your teaching certificate as it relates to your current teaching position? (choose only one)

☐ a. I have a professional certificate to teach special education students.
☐ b. I have a provisional certificate to teach special education students.

3. What category best describes the delivery models for your main teaching assignment (where you spend 50% or more of your time)? (choose only one)

☐ a. Resource
☐ b. Self-contained
☐ c. Collaborative
☐ d. Consultant/Related services provider

4. What category best describes the school in which you teach 50% or more of the time? (choose only one)

☐ a. Elementary school
☐ b. Middle school
☐ c. High school

5. What exceptionalities do you teach? (choose all that apply)

☐ a. Autism
☐ b. Developmentally Delayed
☐ c. Intellectual Disabilities
☐ d. Visually Impaired/Blind
☐ e. Hearing Impaired/Deaf
☐ f. Specific Learning Disabilities
☐ g. Emotional Disturbance
☐ h. Other Health Impairment
☐ i. Speech-Language Impairment

This study seeks to identify the types of administrative supports valued by special education teachers. Using the scale, rate the value of each administrative support. Please rate only how much you value the indicated support item, not what you actually receive.

Next, indicate the degree to which you feel the administrative support is provided to you.

Please indicate by using numbers 1-10 (1= no provision provided to 10=maximum provision provided)

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
1. Supports my decisions in front of parents.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which your special education administrator supports your decisions in front of parents (1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
2. Makes me feel that I am making a difference.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which your special education administrator makes you feel that you are making a difference 1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
3. Is interested in what I do in my classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel your special education administrator is interested in you what do in your classroom 1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
4. Gives me information about modifying instruction.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel your special education administrator gives information about modifying instruction (1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Gives me information about instrumental techniques that will help improve my teaching.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel your special education administrator gives you information about instrumental techniques that will improve teaching (1= no provision provided to 10= maximum provision provided)

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

6. Provides me with reliable feedback about my IEPs.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

7. Ensures that I have enough planning time.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

8. Takes an interest in my professional development and gives me opportunities to grow.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Confidential

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel you special education administrator tells you when you are on the right track with your work (1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
11. Helps me interpret state curriculum standards and apply them to teaching my special education students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
12. Shows confidence in my actions and decisions.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
13. Observes frequently in my classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which each you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
14. Helps me select or create curriculum for students with disabilities.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which each you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
15. Is available to discuss my personal problems or concerns.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which each you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
16. Helps me decide when and how to teach certain subjects.	☐	☐	☐	☐

Confidential

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
17. Helps me use my planning time effectively.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
18. Suggests alternative instructional methods for students who are struggling.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
19. Helps me select or create appropriate instructional materials.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
20. Provides me with reliable input about the progress reports I write on my students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel your special education administrator provides you with input about progress reports (1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
21. Keeps me informed of school and district events.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
22. Listens and gives me undivided attention when I am talking.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
23. Helps me follow the federal and state special education regulations.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
24. Seeks my input on important issues in the school.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
25. Makes 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
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
26. Provides me with reliable feedback about the assessments I conduct with my students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
27. Helps ensure that I meet confidentiality requirements.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
28. Helps me get information from the central office special education department in my school district.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
23. Helps me follow the federal and state special education regulations.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
24. Seeks my input on important issues in the school.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
25. Makes 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
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
26. Provides me with reliable feedback about the assessments I conduct with my students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
27. Helps ensure that I meet confidentiality requirements.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
28. Helps me get information from the central office special education department in my school district.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
29. Gives me reliable information about due dates for my special education paperwork (i.e. IEPs, trieenial, evaluations, annual reviews, etc.).	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
30. Gives me recognition for a job well done.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel your special education administrator gives you recognition for a job well done (1= no provision provided to 10= maximum provision provided)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
31. Recognizes special projects or programs in my classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
32. Arranges 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
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
33. Helps me find information in special education files.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
34. Provides me with the funds I need to get supplies.	☐	☐	☐	☐

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	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
35. Assigns me to work with students for whom I am trained and certified to teach.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
36. Makes sure that I have the space I need to teach and plan.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
37. Makes sure that I have the equipment I need for my classroom (i.e. computers, TV, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
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
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
39. Helps me coordinate related services for my students (i.e. speech-language, physical therapy, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
40. Helps me implement co-teaching strategies.	☐	☐	☐	☐

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	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
35. Assigns me to work with students for whom I am trained and certified to teach.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
36. Makes sure that I have the space I need to teach and plan.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
37. Makes sure that I have the equipment I need for my classroom (i.e. computers, TV, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
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
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
39. Helps me coordinate related services for my students (i.e. speech-language, physical therapy, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
40. Helps me implement co-teaching strategies.	☐	☐	☐	☐

Degree to which you feel your special education administrator helps you implement co-teaching strategies (1= no provision provided to 10= maximum provision provided)

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

41. Is available to discuss my professional problems or concerns.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

43. Helps me write lesson plans.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

Degree to which you feel the administrative support is provided to you

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

46. Helps me develop schedules to ensure that my students are receiving the required hours of service per their IEPs.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

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	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

47. Provides me with strategies for working with professionals.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

49. Communicates to the school staff that special education students and teachers are an important part of the school.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

51. Permits me to use my own judgment to solve problems.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

52. Supports my decisions in front of other teachers.

Not Valuable at All	Somewhat Valuable	Very Valuable	Extremely Valuable
☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Degree to which you feel the administrative support is provided to you	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

This portion of the questionnaire is designed to gain a better understanding of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the following questions.

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	Very little	Some influence	Quite a bit	A great deal
1. How much can you do to control disruptive behavior in the classroom?	☐	☐	☐	☐
2. How much can you do to motivate students who show low interest in school work?	☐	☐	☐	☐
3. How much can you do to calm a student who is disruptive or noisy?	☐	☐	☐	☐
4. How much can you do to help your students value learning?	☐	☐	☐	☐
5. To what extent can you craft good questions for your students?	☐	☐	☐	☐
6. How much can you do to get children to follow classroom rules?	☐	☐	☐	☐
7. How much can you do to get students to believe they can do well in school work?	☐	☐	☐	☐
8. How well can you establish a classroom management system with each group of students?	☐	☐	☐	☐
9. To what extent can you use a variety of assessment strategies?	☐	☐	☐	☐
10. To what extent can you provide an alternative explanation or example when students are confused?	☐	☐	☐	☐
11. How much can you assist families in helping their children do well in school?	☐	☐	☐	☐
12. How well can you implement alternative teaching strategies in your classroom?	☐	☐	☐	☐

Appendix M

The Relationship Between Administrative Support and Teacher Efficacy in the Professional LIfe of Special Education Teachers (for Administrators)

I very much appreciate you completing this survey about administrative support and teacher efficacy. Please respond to each item. The survey should take you 15-20 minutes to complete. Thank you very much for your time.

Thank you so much for taking the time to complete this survey. The first portion of the survey will provide needed background information.

1) 1. What category best describes your current special education administrative career status? (choose only one)
- ☐ a. This is my first year as the administrator of special education.
- ☐ b. This is my second to fifth year as the administrator of special education.
- ☐ c. This is my sixth to tenth year as the administrator of special education.
- ☐ d. I have been an administrator of special education for more than ten years.

2) 2. What category best describes your administrative certificate? (choose all that apply)
- ☐ a. I have a professional certificate in administration and supervision.
- ☐ b. I have a provisional certificate in administration and supervision.
- ☐ c. I do not have a certificate in administration and supervision.
- ☐ d. I have a degree in special education.

3) 3. What category best describes the school in which you serve as a special education administrator? (choose only one)
- ☐ a. Elementary
- ☐ b. Middle
- ☐ c. High

This study seeks to identify the types of support that special education administrators believe are valued by special education teachers. Using the scale, rate each statement according what you perceive as valued by special education teachers, though not necessarily delivered in reality.
Next, indicate the degree to which you feel you are able to provide this support. Please indicate by using the scale 1-10 (1= no provision to 10= maximum provision)

4) 1. Special education teachers value an administrator who supports teachers' decisions in front of parents.

Not valued at all ☐   Somewhat valued ☐   Very valued ☐   Extremely valued ☐

5) Degree to which you are able to support special education teachers' decisions in front of parents (1= no provision to 10= maximum provision)

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

6) 2. Special education teachers value an administrator who helps special education teachers feel that he/she is making a difference.

Not valued at all ☐   Somewhat valued ☐   Very valued ☐   Extremely valued ☐

1 2 3 4 5 6 7 8 9 10

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Degree to which you are able to help special education teachers feel they are making a difference (1= no provision to 10= maximum provision)
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
8) 3. Special education teachers value an administrator who is interested in what they do in the classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
9) Degree to which you are able to show an interest in what special education teachers are doing in the classroom (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
10) 4. Special education teachers value an administrator who gives information to them about modifying instruction.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
11) Degree to which you are able to give information about modifying instruction (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
12) 5. Special education teachers value an administrator who gives information about instrumental techniques that will help improve teaching.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
13) Degree to which you are able to provide instrumental techniques that improve teaching (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
14) 6. Special education teachers value an administrator who provides reliable feedback about IEPs.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
15) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	Not valued at all	Somewhat valued	Very valued	Extremely valued
16) 7. Special education teachers value administrators who ensure enough planning time.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
17) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
18) 8. Special education teachers value an administrator who takes an interest in his/her professional development and provides opportunities to grow.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
19) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
20) 9. Special education teachers value an administrator who gives genuine and specific feedback about teacher's work.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
21) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
22) 10. Special education teachers value an administrator who tells teacher when he/she is on the right track with their work.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
23) Degree to which you are able to tell special education teachers that they are on the right track with their work (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
24) 11. Special education teachers value an administrator who helps interpret state curriculum standards and apply them to teaching special education students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
25) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	Not valued at all	Somewhat valued	Very valued	Extremely valued
26) 12. Special education teachers value an administrator who shows confidence in teacher's actions and decisions.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
27) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
28) 13. Special education teachers value an administrator who observes frequently in the classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
29) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
30) 14. Special education teachers value an administrator who helps select or create curriculum for students with disabilities.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
31) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
32) 15. Special education teachers value an administrator who is available to discuss teacher's personal problems or concerns.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
33) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
34) 16. Special education teachers value an administrator who helps teacher decide when and how to teach certain subjects.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
35) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
36) 17. Special education teachers value an administrator who helps teacher use planning time effectively.	☐	☐	☐	☐

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	1	2	3	4	5	6	7	8	9	10
37) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
38) 18. Special education teachers value an administrator who suggests alternative instructional methods for students who are struggling.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
39) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
40) 19. Special education teachers value an administrator who helps select or create appropriate instructional materials.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
41) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
42) 20. Special education teachers value an administrator who provides reliable input about progress reports.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
43) Degree to which you are able to provide input on progress reports (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
44) 21. Special education teachers value an administrator who keeps teacher informed of school and districts events.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
45) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
46) 22. Special education teachers value an administrator who listens and gives undivided attention when teacher is talking.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
47) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

48) 23. Special education teachers value an administrator who helps follow the federal and state special education regulations.

	1	2	3	4	5	6	7	8	9	10
49) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

50) 24. Special education teachers value an administrator who seeks input on important issues in the school.

	1	2	3	4	5	6	7	8	9	10
51) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

52) 25. Special education teachers value an administrator who makes sure that teacher does not have to switch between too many grade levels and subjects.

	1	2	3	4	5	6	7	8	9	10
53) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

54) 26. Special education teachers value an administrator who provides reliable feedback about assessments.

	1	2	3	4	5	6	7	8	9	10
55) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

56) 27. Special education teachers value an administrator who helps ensure that teacher meets confidentiality requirements.

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	1	2	3	4	5	6	7	8	9	10
57) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
58) 28. Special education teachers value an administrator who helps teacher get information from the central office special education department.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
59) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
60) 29. Special education teachers value an administrator who gives reliable information about due dates for special education paperwork (i.e. IEPs, triennials, evaluations, annual reviews, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
61) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
62) 30. Special education teachers value an administrator who gives recognition for a job well done.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
63) Degree to which you are able to give special education teachers recognition for a job well done (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
64) 31. Special education teachers value an administrator who recognizes special projects or programs in the classroom.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
65) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
66)				

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32. Special education teachers value an administrator who arranges teacher's schedule in a way to reduce the time spent on paperwork and in meetings.

☐ ☐ ☐ ☐

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

67) Degree to which you are able to provide this support to special education teachers

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

68) 33. Special education teachers value an administrator who helps find information in special education files.

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

69) Degree to which you are able to provide this support to special education teachers

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

70) 34. Special education teachers value an administrator who provides the funds needed to get supplies.

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

71) Degree to which you are able to provide this support to special education teachers

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

72) 35. Special education teachers value an administrator who assigns work with students for whom teacher is trained and certified to teach.

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

73) Degree to which you are able to provide this support to special education teachers

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

74) 36. Special education teachers value an administrator who makes sure teacher has the space needed to teach and plan.

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

75) Degree to which you are able to provide this support to special education teachers

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	Not valued at all	Somewhat valued	Very valued	Extremely valued
76) 37. Special education teachers value an administrator who makes sure that teacher has the equipment needed for classroom (i.e. computers, TV, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
77) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
78) 38. Special education teachers value an administrator who does not assign the teacher the most challenging students in the school all at one time.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
79) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
80) 39. Special education teachers value an administrator who helps coordinate related services for students (i.e. speech-language, physical therapy, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
81) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
82) 40. Special education teachers value an administrator who helps implement co-teaching strategies.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
83) Degree to which you are able to help special education teachers implement co-teaching strategies (1= no provision to 10= maximum provision)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
84) 41. Special education teachers value an administrator who is available to discuss professional problems or concerns.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
85) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

86) 42. Special education teachers value an administrator who provides clerical assistance to schedule meetings and complete paperwork.

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

87) Degree to which you are able to provide this support to special education teachers

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

88) 43. Special education teachers value an administrator who helps write lesson plans.

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

89) Degree to which you are able to provide this support to special education teachers

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

90) 44. Special education teachers value an administrator who keeps the student diversity in the classroom to a minimum (grade levels and exceptionalities).

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

91) Degree to which you are able to provide this support to special education teachers

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

92) 45. Special education teachers value an administrator who gives information on ways to make instruction meaningful.

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

93) Degree to which you are able to provide this support to special education teachers

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

94) 46. Special education teachers value an administrator who helps develop schedules to ensure that students are receiving the required hours of service per their IEPs.

Not valued at all	Somewhat valued	Very valued	Extremely valued
☐	☐	☐	☐

95) Degree to which you are able to provide this support to special education teachers

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

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	Not valued at all	Somewhat valued	Very valued	Extremely valued
96) 47. Special education teachers value an administrator who provides strategies for working with professionals.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
97) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
98) 48. Special education teachers value an administrator who helps pick the right instructional programs for students (i.e. reading, math, etc.)	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
99) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
100) 49. Special education teachers value an administrator who communicates to the school staff that special education students and teachers are an important part of the school.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
101) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
102) 50. Special education teachers value an administrator who helps get assistive technology devices for students.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
103) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Not valued at all	Somewhat valued	Very valued	Extremely valued
104) 51. Special education teachers value an administrator who permits use of own judgement to solve problems.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
105) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	Not valued at all	Somewhat valued	Very valued	Extremely valued
106) 52. Special education teachers value an administrator who supports teacher's decisions in front of other teachers.	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
107) Degree to which you are able to provide this support to special education teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

This portion of the questionnaire is designed to gain a better understanding of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the questions.

	Very little	Some influence	Quite a bit	A great deal
108) 1. How much can a teacher do to control disruptive behavior in the classroom?	☐	☐	☐	☐
109) 2. How much can a teacher do to motivate students who show low interest in school work?	☐	☐	☐	☐
110) 3. How much can a teacher do to calm a student who is disruptive or noisy?	☐	☐	☐	☐
111) 4. How much can a teacher do to help his/her students value learning?	☐	☐	☐	☐
112) 5. To what extent can a teacher craft good questions for his/her students?	☐	☐	☐	☐
113) 6. How much can a teacher do to get children to follow classroom rules?	☐	☐	☐	☐
114) 7. How much can a teacher do to get students to believe they can do well in school work?	☐	☐	☐	☐
115) 8. How well can a teacher establish a classroom management system with each group of students?	☐	☐	☐	☐
116) 9. To what extent can a teacher use a variety of assessment strategies?	☐	☐	☐	☐

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	Very little	Some influence	Quite a bit	A great deal
117) 10. To what extent can a teacher provide an alternative explanation or example when students are confused?	☐	☐	☐	☐
118) 11. How much can a teacher assist families in helping their children do well in school?	☐	☐	☐	☐
119) 12. How well can a teacher implement alternative teaching strategies in his/her classroom?	☐	☐	☐	☐